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ABSTRACT

The 11-unit curriculum guide for house care services, a Federally sponsored project, is designed to help students identify interests and develop skills associated with house care services. Two introductory units deal with the world of work and the total area of house care services. The following unit topics are: sanitation and safety; equipment; management; house plans; decoration, accessories, and lighting; home economics; storage; repairs; and landscaping. Each unit outlines objectives and activities, with many of the units also providing references and materials needed. Some of the "hands on" instructional aids provided are various personal checklists, unit tests and answers, unit review sheets, informational charts, and handout sheets. House care related occupations include: housekeeper, private domestics, hotel/motel supervisor, janitor, laundry services, assistant house manager, landscaping, florist assistant, appliance demonstrator, home furnishing salesperson, drapery specialist, floor care specialist, interior decorator, small appliance repair, maintenance, furniture refinisher, appliance salesman, upholsterer, carpet mechanic, visiting homemaker, and maid (hotels, motels, hospitals). (EA)

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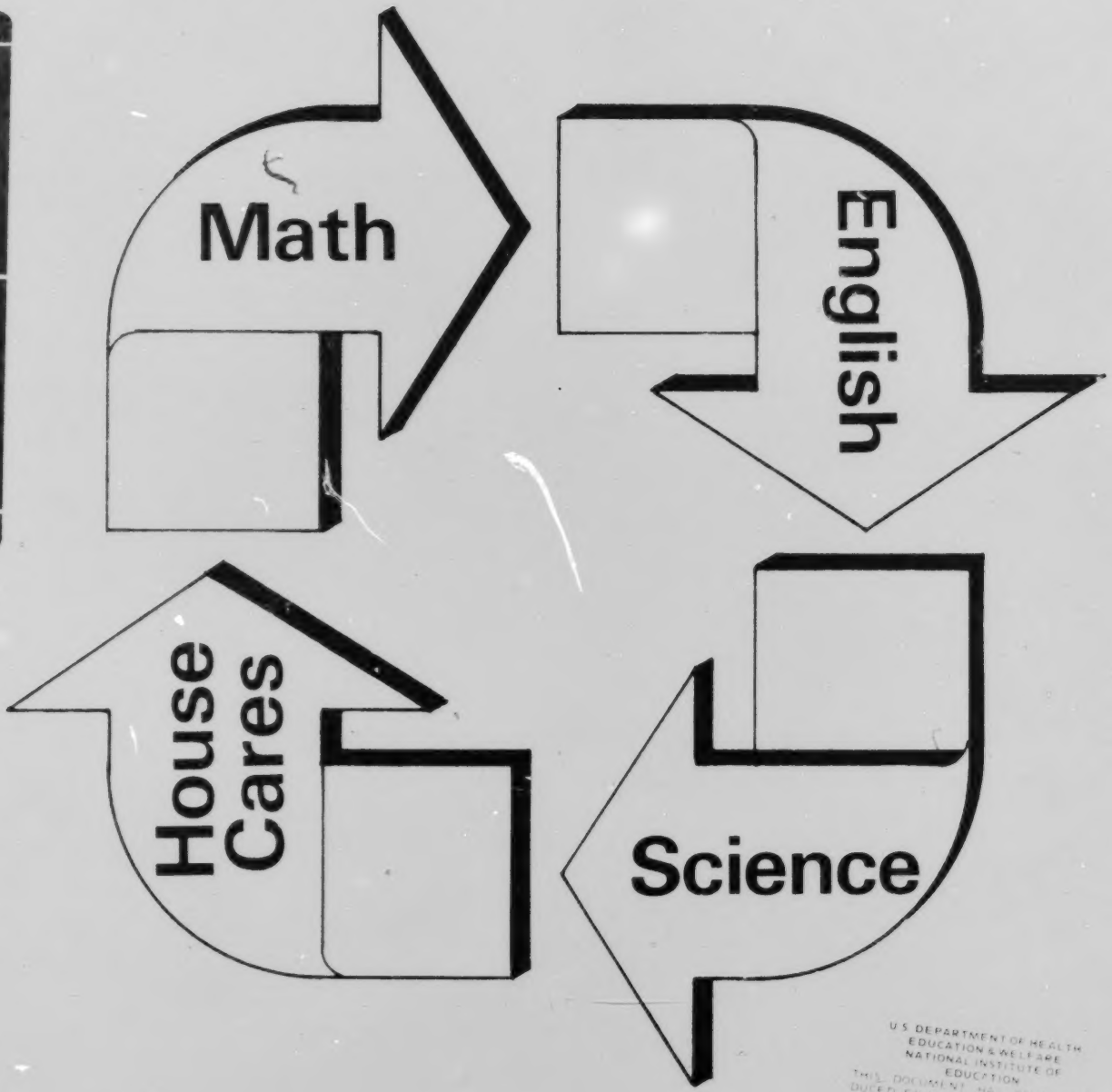
NTEREST-BASED CURRICULUM
FOR
HOUSE CARE SERVICES

ED107808



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HOUSE CARES

TABLE OF CONTENTS

UNIT I: INTRODUCTION TO THE WORLD OF WORK

Objectives 1

UNIT II: INTRODUCTION TO HOUSE CARE SERVICES

Objectives 8
Activities 9
References 23

UNIT III: SANITATION AND SAFETY

Objectives 25
Activities 28
References 43

UNIT IV: EQUIPMENT

Objectives 45
Activities 47
Materials Needed 59
References 60

UNIT V: MANAGEMENT

Objectives 62
Activities 63
References 72

UNIT VI: HOUSE PLANS

Objectives 74
Activities 76
Materials Needed 79

UNIT VII: DECORATION, ACCESSORIES, AND LIGHTING

Objectives 81
Activities 84
Materials Needed 88

UNIT VII: DECORATION, ACCESSORIES, AND LIGHTING

Objectives 81
Activities 84
Materials Needed 88

UNIT VIII: HOME ECONOMICS

Objectives 94
Activities 98
Materials Needed 127
References 130

UNIT IX: STORAGE

Objectives 132
Activities 134
Materials Needed 142

UNIT X: REPAIRS

Objectives 144
Activities 145
Materials Needed 149
References 150

UNIT XI: LANDSCAPING

Objectives 152
Activities 154
Materials Needed 159
References 160

UNIT I
INTRODUCTION TO THE
WORLD OF WORK

1-0-0 The student will know the forces that contribute to job opportunities in todays world of work and the skill, aptitudes and preparation needed for getting and holding a job as evidenced with 80% accuracy on a teacher made test.

1-1-0 In a given time period the teacher will provide activities relating to the meaning of work in a democratic society.

1-1-1 Show and discuss film: Introduction to the World of Work.

1-1-2 Discuss "18th Birthday" No. 1 - World of Work Kit.

1-1-3 Checklist "Why do I Want to Work". Compile.

1-1-4 Have students interview persons in different jobs to get their reaction to "Why do I Want to Work."

1-1-5 Summarize the benefits of work to the individual; to society.

1-2-0 In a given time period the teacher will provide activities relating to factors that affect job opportunities.

1-2-1 Have small group discussions on: The difference between our nation today and the one in which our parents were reared.

1-2-2 Have students prepare bulletin board "Our World Today and Yesterday".

1-2-3 Discuss how trends in employment are affected by the following:

a. urbanization
b. changing patterns of consumption
c. advancements in technology
d. new products and processes
e. more leisure time
f. changing male-female roles
g. imporved living standards
h. transportation (Our World of Work - SRA)

1-2-4 Show and discuss film: Jobs of the 70's.

1-2-5 Summarize trends and projections (Our World Of Work SRA Booklet page 44 Seymore L. Woefbein, Harold Goldstein).

1-3-0 In a given time period the teacher will provide activities relating to personal characteristics needed in the world of work.

1-3-1 Discuss with students how interest lead to job (Guidance Research Series, Planning your future pp. 9)

1-3-2 Use interest checklist to help students discover their interests.

1-3-3 Discuss other ways students might discover their interest. (GRS Planning your job future 9-15)

1-3-4 Discuss the relationship of abilities and job selection

a. Discovering abilities
b. Developing abilities
c. How people differ in abilities

1-3-5 Have students fill out checklist "What I do well."

1-3-6 Have counselor talk to class on purpose of various tests in discovering interests and abilities.

1-3-7 Use checklist "What kind of work would you like".

1-3-8 Investigate the relationship between personality and jobs.

a. Show Film: Your personality, the you others see.
b. Have students divide into small groups and discuss questions from film study sheet. Share with class.
c. Discuss factors that influence the development of personality traits
    1. Heredity and Environment
    2. Human needs
    3. Self-image
    4. Motivation - Film
    5. Values, what are they, how are they formed; show film "Values for Teenagers"

1-3-9 Have students fill out personality self-inventory checklist. Summarize assets and liabilities.

1-3-10 Read and discuss "The Trouble with Paul" world of work kit No.

1-3-11 Interview employers to find out work traits that are most desirable. Compile test.

1-4-0 In a given time period the teacher will provide activities relating to the investigation of jobs.

1-4-1 Discuss the main groups of occupations.

1-4-2 Discuss job clusters.

1-4-3 Have students list ways that they might find out about a specific job.

1-4-4 Have students prepare a folder with information about a selected job.

1-5-0 In a given time period the teacher will provide activities relating to factors involved in getting and holding a job.

1-5-1 Have students read and discuss "The Grapevine" World of Work kit no. 9.

1-5-2 Discuss ways that one might go about finding a job - SRA bulletin "Planning your future" pp. 32; How to get a job and keep it - Dorothy Goble pp. 13.

1-5-3 Discuss procedures for getting Social Security card.

1-5-4 Show transparency from "I want a job" series and have student fill out application form.

1-5-5 Have students read "Strange Language", "Strictly for Laughs" and "Situation Wanted" No. 3, 4, and 5 in World of Work kit.

1-5-6 Show and discuss transparencies on writing want ads in "I want a job" series.

1-5-7 Have students write situation wanted ads.

1-5-8 Discuss letters of application.

1-5-9 Show and discuss a transparency on the correct form to use for letters of application.

1-5-10 Have students write letters of application. How to get a job and keep it, Dorothy Goble, Steck-Vaughn Co. pp. 26

1-5-11 Have students fill out a variety of application forms.

1-5-12 Have students prepare a resume of personal information. (How to get a job and keep it, pp. 10)

1-5-13 Show film: "Preparing for an Interview"

1-5-14 Discuss grooming, poise, preparation.

1-5-15 Have students role play interviews.

1-5-16 Unit Test.

1. List three factors that affect employment trends:
   1.
   2.
   3.

2. In choosing a career, knowing your _____ and _____ is of great importance.

3. List three ways in which you might discover what your interests are:
   1.
   2.
   3.

4. The majority of people who lose their jobs do so because:
   a. the field is overcrowded
   b. they are unskilled
   c. they cannot get along with other people

5. List five sources from which you might obtain job information:
   1.
   2.
   3.
   4.
   5.

6. Only one of the items below is correct when writing a letter of application.
   _____1. write on lined paper
   _____2. give details about your person life
   _____3. keep in mind that your letter shows your personality and style
   _____4. write a long letter

7. Which of the following closing is correct for your letter of application.
   _____1. yours truly
   _____2. cordially yours
   _____3. sincerely yours
   _____4. all of the above

8. TRUE OR FALSE

   _____ 1. Although young peoples interest changes during childhood, they usually become stable between the ages of 16-18 years.
   _____ 2. Ones' interest in an activity is not as important for satisfaction as ones' skill.
   _____ 3. Every occupation is linked with one or two prominent interests.
   _____ 4. The interview allows the employer an opportunity to evaluate the personality of the applicant.
   _____ 5. First impressions are lasting impressions.

_____ 6. Relatives can be used as references.
_____ 7. One method of grouping occupations is by job families.
_____ 8. Jobs differ in their requirements with respect to mental abilities.
_____ 9. Being unhappy in your job often leads to being unhappy in general.
_____10. Personality traits can not be changed.

9. MATCHING

_____	1. Outdoor	A.	Likes to meet and deal with people
_____	2. Mechanical	B.	Likes to work with numbers
_____	3. Computational	C.	Likes to work with machines and tools
_____	4. Scientific	D.	Likes to do creative work
_____	5. persuasive	E.	Likes being outside
_____	6. artistic	F.	Likes discovering new facts

10. List 5 traits needed for holding a job.
1.
2.
3.
4.
5.

Project No. V361047
Grant or Contract No. OEG-0-73-5308

An Exemplary Program For Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Natchitoches Parish School Board
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April 1974

UNIT II
INTRODUCTION TO HOUSE CARE SERVICES

2-0-0 Upon completion of the unit the house care student will be able to identify tasks, skills, and attitudes expected of house care employees as evidenced by the ability to compile listing of the above items.

2-1-0 In a given time period the teacher will provide activities relating to opportunities in house care services.

2-1-1 Arrange and discuss bulletin board display on house care services.

2-1-2 Discuss changes in our society that have brought about opportunities in house care services.

2-1-3 Make a survey to determine availability of house care jobs in the community.

2-1-4 Compile list of kinds of jobs available.

2-1-5 Discuss job clusters and job spectrum.

2-2-0 In a given time period the teacher will provide activities relating to the kinds of tasks expected of the house care worker.

2-2-1 Have student read and discuss job description in house care services.

2-2-2 Make survey with House Care employee job analysis sheet to determine the kind of tasks expected of a house care employee.

2-2-3 Compile list.

2-3-0 In a given time period the teacher will provide activities which will enable students to evaluate themselves in terms of qualities which contribute to sucess as a house care employee.

2-3-1 On a Personal Characteristic Check list have students rate themselves and identify traits that need improving.

2-3-2 Show Film "The You Others See."

2-3-3 Have resource person talk on personal qualities necessary in house care services.

2-3-4 Show and discuss film "Trouble at Work"

2-4-0 Evaluation

2-4-1 Compilation of skills and tasks of a house care student.

2-4-2 Identification of personal traits needed in house care occupation.

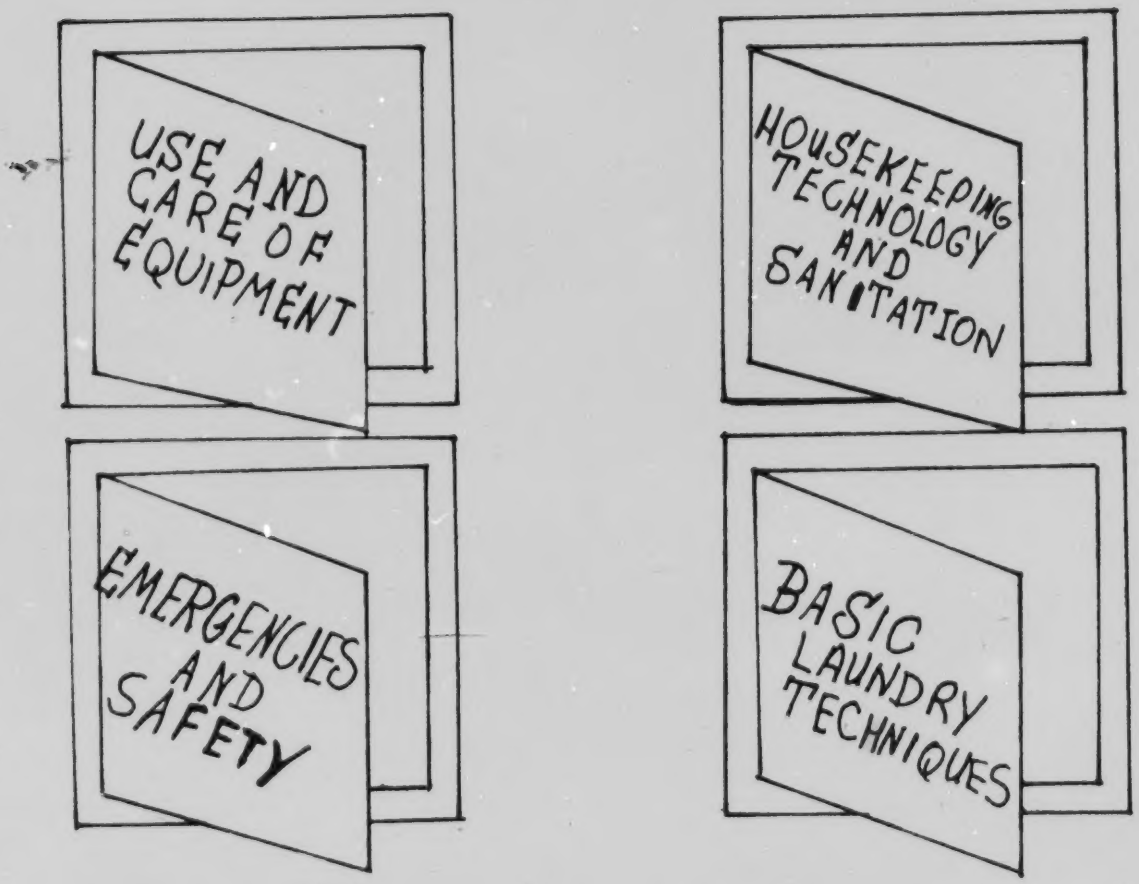
BULLETIN BOARD

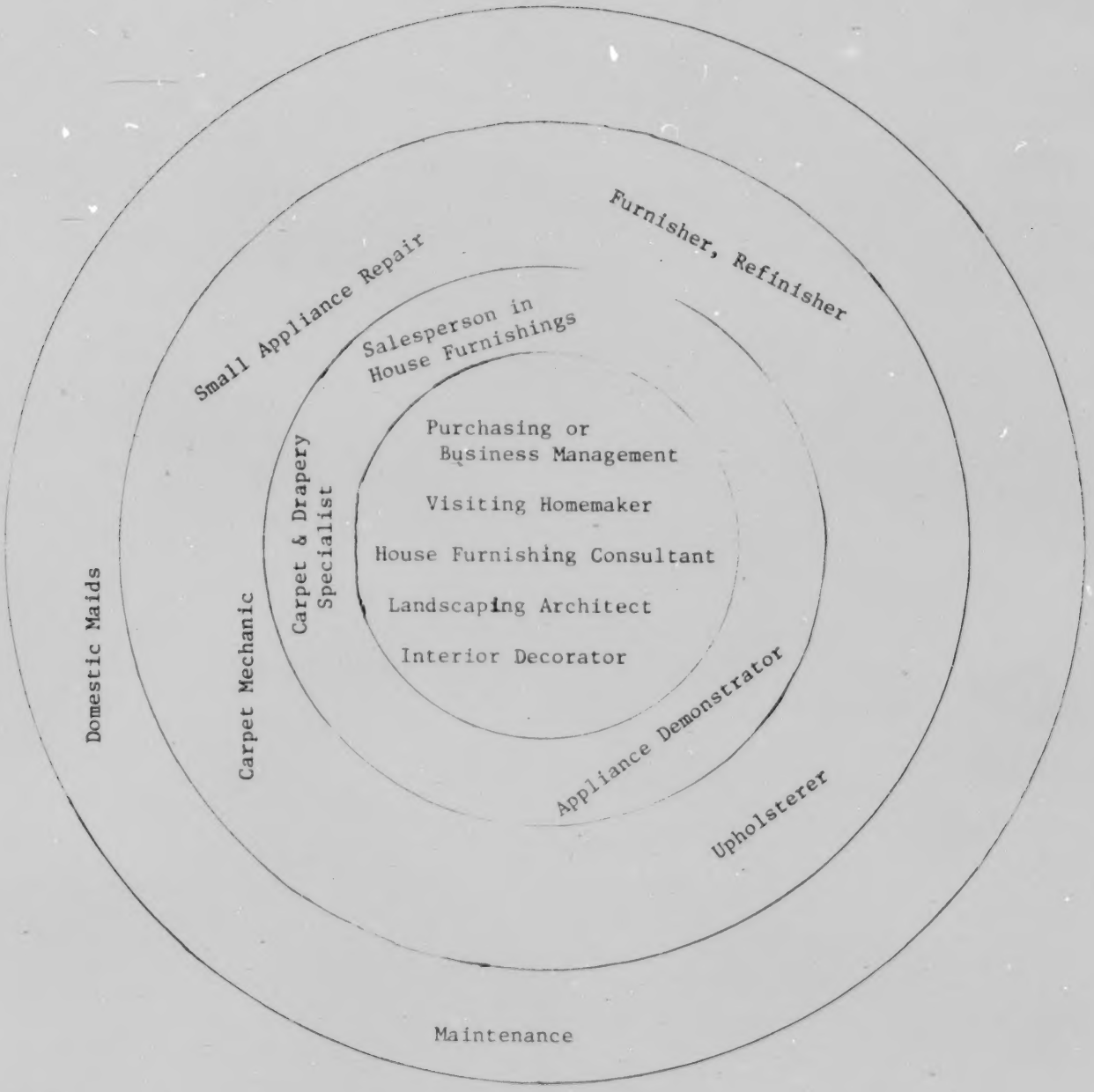
Suggestions:

Paths to job opportunities in house care services.
Picture of a house placed in the upper part of a green background, a pathway with blocks each lettered with a house care occupation.

Doors to job opportunities in house care services.
A series of doors made from construction paper and lettered with a house care occupation.

DOORS TO HOUSEKEEPING
OPEN THEM



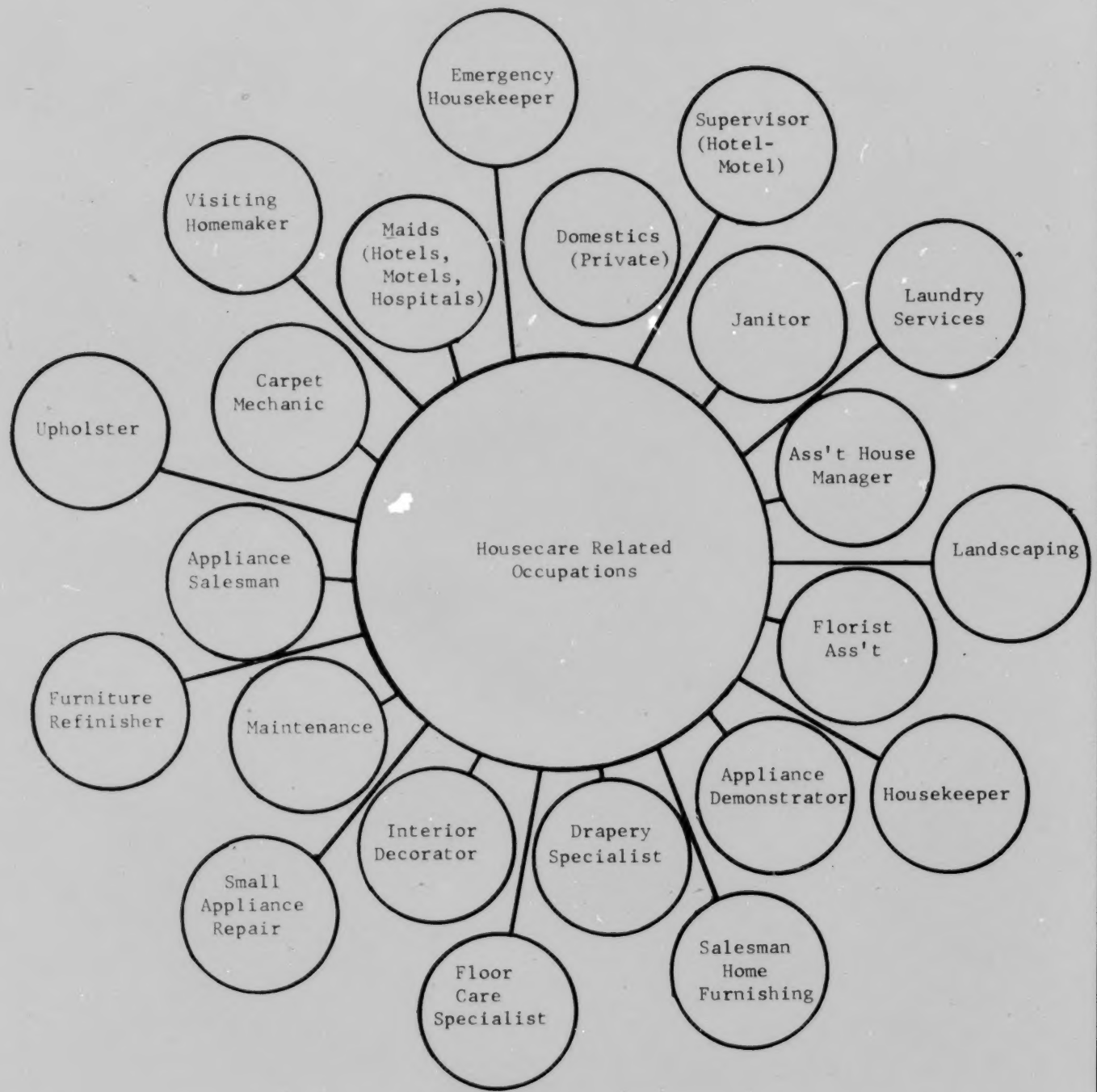


white college level

yellow Post High School or Jr. college

L. gr Vo Teck

D. gr Secondary Level (Entry)


Housecare Related Occupations
Emergency Housekeeper
Supervisor (Hotel-Motel)
Visiting Homemaker
Maids (Hotels, Motels, Hospitals)
Domestics (Private)
Janitor
Laundry Services
Carpet Mechanic
Upholster
Ass't House Manager
Appliance Salesman
Landscaping
Florist Ass't
Furniture Refinisher
Maintenance
Appliance Demonstrator
Housekeeper
Interior Decorator
Drapery Specialist
Small Appliance Repair
Salesman Home Furnishing
Floor Care Specialist

JO' DESCRIPTION

House care services offer many opportunities for trained personnel and is an area that requires a variety of skills. All trainees are expected to fulfill certain competencies such as the ability to read, write, and work relatively simple mathemathical problems. As in any other area of occupation, personal traits play an important role in successful on-the-job performance.

The jobs associated with housecare services require such skills as use and care of equipment, care of furniture and floors, selection of house furnishings and accessories, housekeeping sanitation and safety, management of time and money, laundering, meal planning, preparation and service.

Job analysis may reveal some of the following specific job requirements:

Visiting Homemaker. Duties may include skills in time and money management as well as a knowledge of nutrition, meal planning and preparation.

Floor Care Specialist. Requires a knowledge of a variety of floor finishes and appropriate cleaning procedures. Coordinating colors and fabrics.

Florist Assistant. Arranges flowers in pleasing combinations. Aptitude for colors, line, design, and proportion. Creative ability. Has an appreciation for nature.

Upholstery and Drapery. Knowledge of textiles, color coordination, spacial concepts and mathematical ability and sewing skills.

School Janitor and Self-employed Custodian. Should have a knowledge of proper cleaning methods for a variety of furnishings found in modern buildings.

Landscaping. (Yard care) Duties may include pruning, planting, and caring for plants and grass used to improve the appearance of homes and buildings. Should understand control of weeds and plant diseases. Also requires some knowledge of proportion and varieties in relation to size and type of building.

Homemakers Assistant. Duties may include general house cleaning chores, storage of food, table setting, dish washing, laundering, operation of equipment needed in the home and care of floors.

Workers in Department Stores. (Home furnishings, housewares, china, and glassware) Should have a knack for meeting people, knowledge of coordinating furnishings, salesmanship ability.

HOUSE CARE EMPLOYEE JOB ANALYSIS

(Used to interview House Care Employees)

Name of Business_____ Date_____

Person Interviewed_____ Interviewer_____

DIRECTIONS: Please check in appropriate column the responsibilities you expect a student to assume when working as a house care employee.

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
1. Follows federal state, city and county sanitation codes				
2. Follows instruction and guidance from supervisory personnel				
3. Selects and correctly uses proper piece of equipment for a specified job				
4. Mops and vacuums floors				

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
5. Use precautions to prevent accidents				
6. Use careful grooming practices				
7. Makes simple repairs on household equipment				
8. Keeps equipment in proper storage space				
9. Knows the location and use of fire extinguishers				
10. Cleans utensils and cooking equipment				
11. Applies proper care to a variety of home furniture				
12. Defrosts and cleans refrigerator				
13. Shampoos carpets				
14. Polishes and stores silverware				

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
15. Makes beds				
16. Set tables				
17. Care for house plants				
18. Stores foor and supplies in appropriate facilities				
19. Assists with inventories of food and supplies				
20. Read and interpret directions such as recipe, appliance, booklets, etc.				
21. Sorts clothes for laundering				
22. Operate a washer and dryer				
23. Make schedule for daily, weekly, and monthly tasks				
24. Selects appropriate detergent and cleaning agents for doing specific jobs				
25. Read and interpret labels				
26. Know correct laundry procedures				

	DAILY	OCASSIONALLY	DOES NOT APPLY	COMMENTS
27. Remove common stains				
28. Press clothes				
29. Care for household furnishings (linen, towels, sheets, blankets, etc.)				
30. Clean windows				
31. Plan, prepare and serve simple meals				
32. Provide comfort for guests				
33. Select accessories for home				
34. Clean light fixtures				
35. Use time and energy saving practice				
36. Plan budget				

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
37. Shops for food				
38. Arrange flowers and centerpieces				

2-3-1 NECESSARY PERSONAL CHARACTERISTICS FOR JOB SUCCESS

Directions: Below is a list of characteristics considered important for success in any job. Beside each characteristic, circle the number which best describes you. Have a member of your family rate you in terms of these personal characteristics. Have a friend record his rating also. Use the following ratings: 4 = Excellent, 3 = Very good, 2 = Average, and 1 = Poor.

Personal Characteristics	My Rating	Family Rating	Friend Rating
1. alert	1 2 3 4	1 2 3 4	1 2 3 4
2. ambitious	1 2 3 4	1 2 3 4	1 2 3 4
3. cheerful	1 2 3 4	1 2 3 4	1 2 3 4
4. cooperative	1 2 3 4	1 2 3 4	1 2 3 4
5. courteous	1 2 3 4	1 2 3 4	1 2 3 4
6. dependable	1 2 3 4	1 2 3 4	1 2 3 4
7. even-tempered	1 2 3 4	1 2 3 4	1 2 3 4
8. follows directions	1 2 3 4	1 2 3 4	1 2 3 4
9. friendly	1 2 3 4	1 2 3 4	1 2 3 4
10. healthy	1 2 3 4	1 2 3 4	1 2 3 4
11. helpful	1 2 3 4	1 2 3 4	1 2 3 4
12. honest	1 2 3 4	1 2 3 4	1 2 3 4
13. intelligent	1 2 3 4	1 2 3 4	1 2 3 4
14. loyal	1 2 3 4	1 2 3 4	1 2 3 4
15. neat	1 2 3 4	1 2 3 4	1 2 3 4
16. patient	1 2 3 4	1 2 3 4	1 2 3 4
17. pleasing personality	1 2 3 4	1 2 3 4	1 2 3 4
18. practical	1 2 3 4	1 2 3 4	1 2 3 4
19. punctual	1 2 3 4	1 2 3 4	1 2 3 4
20. self-confident	1 2 3 4	1 2 3 4	1 2 3 4

Personal Characteristics	My Rating	Family Rating	Friend Rating
21. self-reliant	1 2 3 4	1 2 3 4	1 2 3 4
22. self-understanding	1 2 3 4	1 2 3 4	1 2 3 4
23. sincere	1 2 3 4	1 2 3 4	1 2 3 4
24. sympathetic	1 2 3 4	1 2 3 4	1 2 3 4
25. tactful	1 2 3 4	1 2 3 4	1 2 3 4
26. thorough	1 2 3 4	1 2 3 4	1 2 3 4
27. trustworthy	1 2 3 4	1 2 3 4	1 2 3 4
28. well-groomed	1 2 3 4	1 2 3 4	1 2 3 4

Sum[illegible] Personal Characteristics Related to Job Success

Summarize the results of the ratings of your personal characteristics made by yourself, of members of your family, and a friend:

I received excellent and very good ratings in these personal characteristics from:
myself family member my friend

Average ratings included:
myself family member my friend

Characteristics rated poor which need to be developed or improved included:
myself family member my friend

The personal characteristic that I will try to improve immediately is: _____
_____.

Three things that I can do to help me develop in this area are:
1.
2.
3.

REFERENCES

FILMS

A Job That Goes Someplace. G. A.

Getting and Keeping Your First Job. G. A.

Your Attitude is Showing. G. A.

Your Job Interview. G. A.

Your Personality: The You Others Know. G. A., Pleasantville, N. Y.

Preparing for the Jobs of the '70's. G. A. World of Work Kit, McGraw-Hill.

PAMPHLETS

Exploring the World of Jobs. S. R. A., Junior Guidance Series. Donald Hitch.

How To Get a Job and Keet It. Steck-Vaughn Company. Austin, Texas.

Our World of Work. S. R. A. Guidance Series, Seymour L. Wolfbein.

Planning Your Job Future. S. R. A. Guidance Series, Emery Stoops.

Understanding Your Self: Family Developement Series. Steck-Vaughn Company, Austin, Texas.

TRANSPARENCIES

I Want a Job Series. United Transparency Inc., Binghamton, N. Y.

INSTRUCTIONS FOR COMPLETING UNIT REVIEW SHEET

A. Heading Information:

1. Course: Enter the name of Interest-Based Curriculum Area, for example, Science for Homemakers.

2. Teacher: Enter name of the teacher managing the instructional activities.

3. Unit Title: Enter title of the unit, for example, Common Fractions .

4. Beginning Date: Enter date unit was begun.

5. End Date: Enter date unit was completed.

I. Time Spent on Unit

Objectives: Enter the number(s) of the process-task level objectives covered, not the interim-performance objectives.

Estimated Time: Enter the estimated time for completion of each process/task objective in terms of class periods. This should be done before the unit is begun.

Actual Time: Enter the number of class periods actually used to complete the objective.

Date Completed: Enter date of the last class period spent on the task objective.

II. Objectives Covered

A. If all objectives in the unit were covered, check "yes"; if not, check "no."

B. If all objectives were not covered, list objectives by number and indicate reasons why they were not covered.

III. Appropriateness of Objectives

A. Consider the objectives, the activities, the instructional materials, and the evaluative materials. If all were appropriate for your students, check "yes." If either the objectives, the activities, materials, or evaluation were not appropriate, check "no."

B. List the number(s) of the objectives which were not appropriate--or for which materials, activities, or evaluation materials were not appropriate--and give reasons.

IV. Write any suggestions you think would improve any part of the unit.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course_____ Teacher_____

Unit Title_____ Date_____

Beginning Date_____ End Date_____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

_____

_____

_____

_____

_____

UNIT III
SANITATION AND SAFETY

3-0-0 Upon completion of this unit, the house care student will know with 80% accuracy the sanitary laws and codes and sanitary tasks as evidenced on a teacher made test.

3-1-0 In a given time period, the teacher will provide activities relating to sanitary laws and codes.

3-1-1 Definition of terms:

A. Sanitation	D. Infection
B. Contamination	E. Toxin
C. Carrier	F. Host

3-1-2 Collect resource material on agencies that are concerned with santitation.

3-1-2 Students prepare reports on the function of local, state and federal agencies.

3-1-4 Resource person from health department or sanitarian.

3-1-5 From a checklist, have students identify task necessary to insure sanitation.

3-2-0 In a given time period, the teacher will provide activities relating to personal habits as they relate to sanitation.

3-2-1 View and discuss film on sanitation "A Public Well Served."

3-2-2 Discuss importance of personal habits in relation to sanitation.

3-2-3 Show and discuss films on grooming.

3-2-4 Have cosmetologist demonstrate care of hair, hands, etc.

3-2-5 Have school lunch supervisor discuss type of clothes.

3-2-6 Prepare an exhibit of a variety of uniforms from local department store and have students evaluate them.

3-2-7 Show transparencies on proper handwashing.

3-2-8 Show and discuss transparencies on proper handling and sanitizing of equipment and tableware.

3-2-9 Discuss importance of health examination.

3-2-10 Formulate check list for personal habits, summarize and identify practices that need to be acquired.

3-3-0 In a given time period, the teacher will provide activities relating to conditions affecting bacterial growth and contamination.

3-3-1 View and discuss transparency on "Condition Affecting The Growth of Bacteria."

3-3-2 Discuss types of food-borne illnesses.

3-3-3 View film - "An Outbreak of Salamonella."

3-3-4 View and discuss transparency on detecting spoilage in meats, canned goods, fish, and poultry.

3-3-5 Discuss proper storage of foods.

3-4-0 In a given time period, the teacher will provide activities relating to garbage and pest control.

3-4-1 Discuss how insects and rodents transport bacteria.

3-4-2 Identify danger spots for breeding places in the department.

3-4-3 Show and discuss transparency on "Rodent and Insect Control."

3-4-4 Display types of garbage containers (real or pictures) pointing out the types that are most sanitary.

3-4-5 Have students assemble a display of linings for garbage cans as well as cleaning brushes and disinfectants.

3-4-6 Demonstrate lining small cans with newspaper.

3-4-7 Demonstrate use and care of garbage disposal and can crushers.

3-4-8 Summarize precautions for garbage handling and pest control.

3-5-0 In a given time period, the teacher will provide activities relating to safety in the home.

3-5-1 Discuss responsibility of the house care worker for safety on the job.

3-5-2 Show and discuss film "Safety in the home".

3-5-3 Discuss various aspects of safety in the home (Reference Pamphlet "Your responsibility for safety". National Restaurant Association).

3-5-4 Discuss major causes of fire (Reference - Being a Food Service Worker Teacher's Manual pp. 20-21).

3-5-5 Demonstrate the operation of different types of fire extinguishers.

3-5-6 Have a nurse or red cross worker demonstrate first aid procedures for simple cuts and burns.

3-5-7 Unit Test

3-1-5 SANITATION TASKS CHECKLIST

Direction: Check R if you think the task is related to sanitation in House Care occupations or U if unrelated.

		R	U
1.	Can identify ways that diseases may be spread.	___	___
2.	Can identify situations which are sanitation risks.	___	___
3.	Can evaluate own personal habits.	___	___
4.	Can relate sanitary codes to duties in House Care occupations.	___	___
5.	Handles equipment in ways that will prevent contamination.	___	___
6.	Knows kinds of floor finishes and appropriate care.	___	___
7.	Knows how to clean and sanitize surface areas.	___	___
8.	Uses Precautions to prevent accidents.	___	___
9.	Is able to recognize potential safety hazards.	___	___
10.	Knows emergency precautions for fire safety.	___	___
11.	Can operate a fire extinguisher.	___	___
12.	Uses proper procedures for disposing of garbage.	___	___
13.	Knows the proper methods for the prevention of insect and rodent infestation.	___	___
14.	Can identify contamination in a variety of foods.	___	___
15.	Knows how to store foods to prevent spoilage and contamination.	___	___
16.	Can clean and sanitize serving utensils and dishes.	___	___
17.	Knows the conditions that affect the growth of bacteria.	___	___
18.	Practices personal habits that prevents growth and spread of bacteria.	___	___
19.	Knows the rules of bady mechanics to prevent body strain.	___	___
20.	Knows how to select and safely store disinfectants and antiseptics.	___	___

SANITATION AND PERSONAL HABITS

"Sanitation is a way of life. It is the quality of living that is expressed in the clean home, the clean farm, the clean business or industry, the clean neighborhood, the clean community. Being a way of life, it must come from within the people. It is nourished by knowledge and grows as an obligation and an ideal in human-relations.

The National Sanitation Foundation

Cleanliness counts every where, you must be clean, work clean and keep surroundings clean. Germs are spread by being passed from one person to another either directly or on some item of food or serving untensils. Many contagious diseases are spread by contaminated food or untensils. Persons working in any aspect of House Care service therefore have a responsibility to maintain high standards of personal cleanliness.

The following are suggestions for maintaining personal cleanliness as well as sanitary work habits.

Body cleanliness. A warm, cleansing bath should be taken daily, and body deodorant applied. Clean undergarments should be worn every day. Care should be taken to keep the body fresh and clean at all times. Clean hands are extremely important especially when handling serving equipment and food. Hands and fingernails should be washed thoroughly with germicidal soap from a dispenser and plenty of hot water before work, after using the toilet and every time they are soiled.

To assure properly washed clean hands, follow these simple steps:

1. Adjust the temperature of the water as high as you can stand it.
2. Wet the hands and the exposed areas of the wrists and forearms.
3. a. Apply soap to palm of one hand; join hands palm to palm, working up a lather on hands, wrists and forearms.
   b. Interlock fingers; cover all areas between fingers with soap.
   c. Cup the palm of each hand; force the lather under fingernails, use a brush if one is available.
   d. With a clean nail file, remove suds and grime from under fingernails.
4. Rinse hands thoroughly under warm-to-hot running water.
5. Again, apply soap; lather briskly, rinse hands, wrists, forearms.
6. Dry hands carefully with individual paper towels or hot-air dryer.

Remember these rules for hand care:

No jewelry should be worn on the job. Plain wedding bands and watches are the exceptions.

No fingernail polish polish should be worn on the job if food is handled.

Fingernails should be filed to a medium length in a neat oval.

Cuticles should be pushed back to prevent formation of hangnails; which often become infected.

Hair. Hair should be clean. Frequent shampoos and regular brushing each day with a clean brush keeps the hair shining, odorless and free from scales and dandruff. Although a elaborate hair style may be appropriate for social occasions, it is not suitable for work. Women should choose a simple, becoming style, easy to arrange and keep in order. Hair should be worn back from the face, and should not fall below the collar of the uniform.

Hair nets should be worn when handling food as loose hair is likely to brush against food or fall into it.

Posture. Proper posture not only helps you look better, but enables you

to work with less fatigue. An even balance of the body should be maintained.

Teeth. Teeth should be brushed carefully at least twice a day, in the morning and at night. They should be examined by a dentist every six months. Both an attractive smile and inoffensive breath depend in part on teeth that are clean and in good condition.

PERSONAL HABITS CHECK LIST

	Most of the time	Some-times	Seldom
1. Do you check your clothing for rips, missing buttons, and sagging hems?	_____	_____	_____
2. Is your skirt length appropriate?	_____	_____	_____
3. Does your dress fit properly without being too tight?	_____	_____	_____
4. Is your hair clean and neatly arranged?	_____	_____	_____
5. Do you wear a hair net or spray when on duty?	_____	_____	_____
6. Do you refrain from wearing elaborate jewelry on the job.	_____	_____	_____
7. Are your teeth clean and breath fresh?	_____	_____	_____
8. Are your hands clean and neatly manicured?	_____	_____	_____
9. Do you wear nail polish?	_____	_____	_____
10. Do you take a daily bath and use a reliable deodorant?	_____	_____	_____
11. Are your shoes clean and in good repair?	_____	_____	_____
12. Do you wear comfortable shoes?	_____	_____	_____
13. Do you wash your hands after visits to the rest room.	_____	_____	_____
14. Do you cover your mouth when coughing or sneezing?	_____	_____	_____
15. Do you have any mannerisms such as picking the nose, scratching the head, etc?	_____	_____	_____

	Most of the time	Some-times	Seldom
16. Do you stay at home when you are sick?	_____	_____	_____
17. Do you handle eating untensils so as to prevent contamination.	_____	_____	_____

THE GROWTH OF BACTERIA

Since bacteria are living organisms, they must have food, which they absorb through their cell walls. They grow, reproduce and give off wastes. Like all living organisms, certain conditions must exist for bacteria to live. By depriving them of these conditions we can kill them, and this is one of the main goals of sanitation. In order to grow, bacteria must have:

Food. Bacteria like and use many of our foods. They absorb it in liquid form. They can survive only on living things or substances derived from living things. (hair, wood, milk, eggs, meats, shellfish, poultry and water)

Moisture. Nutrients for bacteria must be in liquid form. They cannot live without moisture.

Temperature. Most bacteria, including those that cause disease and those that spoil vegetables and meat, or sour milk, grow best within the range of 50°F., to 110°F. Since the temperature of the body is normally 98.6°F., germs can easily thrive in or on the body. A temperature of 170°F., or over will kill mosr bacteria. A freezing temperature of 32°F., will not kill bacteria, but will slow their growth. That is why we preserve food by refrigeration.

Oxygen. Some bacteria grow best in the presence of free oxygen. Some, however, do not need this as a condition for life and growth.

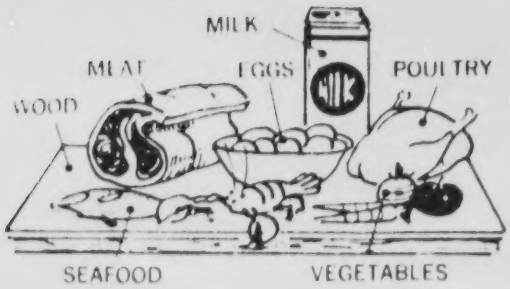
Lack of light. Sunlight is regarded as one of the most powerful destroyers of disease germs.

A single germ will, under extremely favorable conditions, produce 281 trillion other germs, each capable of doing the same thing. A single

bacterium multiplies by a simple division of its one cell into two. It is fortunate that many bacteria die quickly because conditions in the environment are not favorable to their growth.

CONDITIONS AFFECTING THE GROWTH OF BACTERIA

FOOD

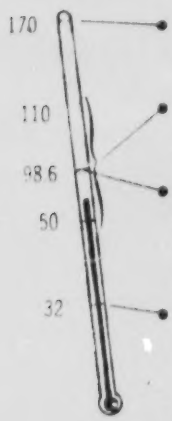


BACTERIA ARE LIVING ORGANISMS. THEY REQUIRE FOOD THAT SUPPLIES PROTEIN AND VITAMINS TO BUILD THEIR BODY CELLS.

MOISTURE

BACTERIA ABSORB FOOD THROUGH THEIR CELL WALLS. TO ACCOMPLISH THIS THEY USE MOISTURE IN FOOD TO CONVERT SOLIDS TO LIQUID FORM.

TEMPERATURE



170 F
HIGH TEMPERATURES KILL MOST BACTERIA.

50 TO 110 F
MOST DISEASE CAUSING BACTERIA GROW RAPIDLY.

98.6 F
NORMAL HUMAN BODY TEMPERATURE. BACTERIA THRIVE EASILY ON AND IN THE HUMAN BODY.

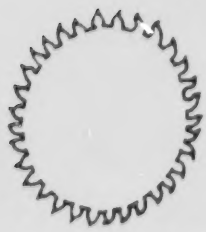
32 F
LOW TEMPERATURES, DO NOT KILL BACTERIA, BUT RETARD THEIR ACTIVITY AND GROWTH RATE.

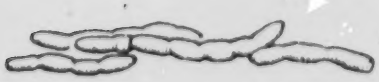
OXYGEN

CERTAIN BACTERIA REQUIRE OXYGEN TO LIVE.

OTHER BACTERIA CAN SURVIVE WITHOUT OXYGEN.

LIGHT





LIGHT IS BACTERIA'S WORST ENEMY. WHEN EXPOSED TO DIRECT SUNLIGHT, THEY BECOME SLUGGISH AND DIE RAPIDLY.

DARKNESS

DARKNESS FAVORS THE DEVELOPMENT OF BACTERIA. THEY BECOME VERY ACTIVE AND MULTIPLY RAPIDLY.

Fig. 2-1

BACTERIAL CONTAMINATION OF FOOD

The term "food-borne illness" means any illness transmitted through the medium of food. Each year five to ten million cases of food-borne illness occur in the United States. The vehicals of transmission of reported outbreaks include:

A. Water - 3%
B. Milk - 4%
C. Foods - 93%

Types of germs that can cause illness through improper food handling are:

1. Staphylococci - These form in clusters. They are found on the skin and other parts of the body - in boils, pimples, abcesses and infected cuts. These germs multiply in food and produce toxins (poisonous substances) that cause diseases in food.
2. Streptococci - Chainlike organisms that occur in the discharges from the nose, throat and mouth. These germs can cause tonsilitis, pneumonia, scarlet fever, sore throat and other illnesses.
3. Bacilli - These are rod shaped, and occur in body discharges. These germs can cause illness such as typhoid, dysentary and diarrhea.
4. Viruses - These are often air-borne, but may occur by insect bites or food. Responsible for a wide range of diseases.

Other forms of microorganisms and also found in diseased food are.

Yeast and fungi. Several of which produce disease in man. The commonest fungi is ringworm.

Protozoa. Unicellular organisms causing diseases such as malaria or amoebic dysentery.

PREVENTION OF FOOD POISONING

Take precautions when working with food to prevent contamination with bacteria and bacterial growth and multiplication.

1. Keep hands and nails clean. Wash hands with soap frequently.
2. Wash hands with soap after each visit to the rest room.
3. Do not handle foods if you have skin cuts, boils or rashes, upset stomach, or diarrhea.
4. Keep hands out of mouth, nose, ears, hair, and off dirty clothing and shoes.
5. Clean all utensils and work table surfaces that have been in contact with raw meat, raw poultry, and eggs before these utensils and surfaces come in contact with food. Cutting boards that are cracked, chipped, or have knife cuts should be destroyed because these broken lines are excellent spots for bacterial growth.
6. Remove heavy wrapping paper from foods that are to be refrigerated because such paper tends to keep the cold air away from the food.
7. Use hot water, detergent and sanitizer for cleaning dishes, pots, pans and work table surfaces.
8. Use only clean cloths, as soiled cloths spread germs and remove only a part of the visible soil.
9. Do not reuse paper and plastic serving items since these products cannot be washed in a way that will destroy bacteria.
10. Keep hot foods hot and cold food cold.

SOME COMMON KITCHEN PESTS

PESTS	HABITS	HOW THEY TRANSPORT DISEASE	WAYS OF CONTROLLING
Flies	Lay eggs in any kind of excretion and fermenting waste may hatch in 1 or 2 days, depositing 110-250 eggs.	Filth is picked up on their legs, bodies and wings and deposited on food and untensils.	Eliminate breeding places. Keep garbage tightly covered. Install screen doors and windows. Keep food protected. Kill by spraying poisoning or trapping.
Roaches	Live in drain areas, behind sinks, rubbish pits, etc. Come out at night, spend days in cracks. Will eat anything. Are always thirsty.	They carry diseases on their bodies and feet.	Keeps areas around sinks & pipes clean and dry. Keep food covered. Close all openings in floors & walls closed. Keep storage areas clean. Use chemical controls.
Ants	Live in communities called hills where they store food & raise young. Some like sweets, others like meat.	They transport filth & waste on their feet and bodies to food.	Deprive of food. Keep garbage tightly covered protect food. Eliminate nesting places. Use chemical controls.
Rodents	A half-inch crack will admit a young rat or adult mouse. Will eat any kind of food regardless of degree of decay. Travel in sewers, build nests in rubbish heaps, under lumber, boxes, under floors and between walls. Can leap 2-3 feet in the air.	Carry fleas on their bodies that transmit typhus fever and bubonic plague. Urine and feces will infect food. Rat tissues may contain trichinosis parasites that infect hogs & are transmitted to man.	Eliminate nesting places by building them out of the structure. Seal holes in the walls, doors, etc. Deprive of food; keep garbage tightly covered. Protect food. Practice good housekeeping. Use rodenticides. Under supervision of an exterminater's

PESTS	HABITS	WAYS THEY TRANSPORT DISEASE	WAYS OF CONTROLLING
Mosquito	Breed in water, drains, rain pool, empty cans. Multiply rapidly.	Carry disease on and in their bodies and transmit to man by biting.	Inspect breeding places frequently. Put screens on doors and windows. Use chemical controls.
Lice	Eggs, which are called nits hatch in 2-3 weeks.	Cling to hair of host carriers of typhus and relapsing fever.	Use chemical controls.

UNIT TEST
SANITATION AND SAFETY

1. Which of the following statements about bacteria is <u>not</u> true?

   a. Most bacteria thrive in sunlight.
   b. Freezing will not kill bacteria.
   c. Some bacteria can live without the presence of free oxygen.
   d. Bacteria cannot live without moisture.

2. What is the first thing to do when cleaning an electrically powered appliance?

   a. Plug it into an electric outlet.
   b. Wipe it off thoroughly with a damp cloth.
   c. Unplug it.
   d. Remove all parts that can be disassembled without tools.

3. Only one of the following is the correct procedure to follow in case of fire.

   a. Call out "fire" and leave the building immediately.
   b. Try to save movable objects.
   c. Pull the fire alarm nearest you.
   d. Go to the nearest fire department and report the fire directly.

4. List four precautions to take when working with food.

   1. _____ 2. _____
   3. _____ 4. _____

5. List 4 personal habits that should be practiced in order to prevent the spread of bacteria.

   1. _____ 2. _____
   3. _____ 4. _____

6. List three precautions that are important in taking care of garbage.

   1.
   2.
   3.

7. List three things you can do to help eliminate the breeding of household pest.

   1.
   2.
   3.

8. Define:

   a. contimination -

b. infection -

c. toxin -

d. bacteria -

e. virus -

9. List five safety hazards in the home.

1.
2.
3.
4.
5.

10. In the following list match the disease with the most appropriate description of the route through which the disease is transmitted to man.

_____ Botulism

_____ Diphteria

_____ Trichinosis

_____ Typhoid fever

_____ Staphylococcus food infections

_____ Septic sore throat

_____ Bacillary dysentery

1. Dishes or silverware contaminated by a "carrier"; sneezing, coughing, etc.
2. Improperly home-canned foods
3. Insufficiently cooked pork harboring bacteria
4. Water contamination
5. Food contaminated by sores, boils
6. Nose, mouth or wounds, direct contact with nose
7. Water, milk, shellfish contaminated at source

REFERENCES

FILMS

Louisiana State Department of Health, P. O. Box 60630, New Orleans, La.

"An Outbreak of Salmonella Infection"
"Outbreak of Staphylococcus Intoxication"
"Germs Take Potluck"

MANUALS

Being a food service worker - Teacher's Manual, Hospital Research and Educational Trust. Chicago, Ill.

Food Sanitation - Study Course, Iowa State University Press, Ames, Iowa.

PAMPHLETS

Food Service Guide. P. O. Box 709, Rocky Mount, N. C.

Food Born Illness - Cause and Prevention

SLIDES

Sanitation and Cleanliness in the Kitchen. Nasco, Wisconsin, 53538

TRANSPARENCIES

Training the food service worker. Hospital Research and Educational Trust. Chicago, Ill.

INSTRUCTIONS FOR COMPLETING UNIT REVIEW SHEET

A. Heading Information:

1. Course: Enter the name of Interest-Based Curriculum Area, for example, Science for Homemakers.

2. Teacher: Enter name of the teacher managing the instructional activities.

3. Unit Title: Enter title of the unit, for example, Common Fractions .

4. Beginning Date: Enter date unit was begun.

5. End Date: Enter date unit was completed.

I. Time Spent on Unit

Objectives: Enter the number(s) of the process-task level objectives covered, not the interim-performance objectives.

Estimated Time: Enter the estimated time for completion of each process/task objective in terms of class periods. This should be done before the unit is begun.

Actual Time: Enter the number of class periods actually used to complete the objective.

Date Completed: Enter date of the last class period spent on the task objective.

II. Objectives Covered

A. If all objectives in the unit were covered, check "yes"; if not, check "no."

B. If all objectives were not covered, list objectives by number and indicate reasons why they were not covered.

III. Appropriateness of Objectives

A. Consider the objectives, the activities, the instructional materials, and the evaluative materials. If all were appropriate for your students, check "yes." If either the objectives, the activities, materials, or evaluation were not appropriate, check "no."

B. List the number(s) of the objectives which were not appropriate--or for which materials, activities, or evaluation materials were not appropriate--and give reasons.

IV. Write any suggestions you think would improve any part of the unit.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course_____ Teacher_____

Unit Title_____ Date_____

Beginning Date_____ End Date_____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

_____

_____

_____

_____

_____

UNIT IV
EQUIPMENT

4-0-0 After several class periods, the house care students will be able to select, use and care for many pieces of large and small household equipment. This will be evidenced by scoring at least 60% on a teacher-made test and by the actual operation of at least five pieces of household equipment.

4-1-0 During the period, the house care student will become familiar with selection and use of the major appliances as evidenced by scoring 60% on the project monitorial system.

4-1-1 Assignment - Ranges

4-1-2 Assignment - Refrigerators and Freezers

4-1-3 Assignment - Dishwashers

4-1-4 Show and discuss appropriate visuals

4-1-5 Demonstration on use and care of the range, refrigerator and dishwasher.

4-1-6 Assignment - Washing Machine

4-1-7 Assignment - Clothes Dryer

4-1-8 Demonstration by students on use and care of washer and dryer.

4-1-9 Have a group of students visit a local appliance store and compare the features of different brand names of washers and dryers - Report back to class.

4-1-10 Field trip

4-1-11 Have class prepare a checklist for selection, care and use of major pieces of household equipment.

4-1-12 Test on major pieces of household equipment.

4-2-0 During the period, the house care student will become familiar with selection, care and use of many small pieces of household equipment as evidenced by scoring 60% on the project monitorial system.

4-2-1 Assignment - Small Appliances

4-2-2 Guest speaker: Representative from electric company

4-2-3 Handout

4-2-4 Field trip

4-2-5 Test - Small Appliances

4-2-6 Unit test - practical

4-1-1 ASSIGNMENT: RANGES

References: Homes With Character pages 234-5.
Choosing an' Using Your Household Range No. 1362

1. Identify the following types of ranges:

   (a) eye-level consoles

   (b) drop-ins

   (c) surface units

   (d) wall ovens

   (e) free-standing table-top

2. What determines whether your range will be electric or gas?

3. What are the basic differences between gas and electric ranges? How are they alike?

4. Give the 3 requirements for a gas flame?

5. How are flames adjusted on a gas range?

6. Describe how surface units and ovens are lighted on a gas range.

7. Define:

   (a) infinite-heat units

   (b) speed units

   (c) controlled surface units

8. How are surface units and ovens turned on using the electric range?

4-1-1 (con't)

9. Where are the broilers usually located on the gas range and the electric range?

10. List 5 construction processes of both gas and electric ranges that make for better use and care.

    1.

    2.

    3.

    4.

    5.

11. List accessories for both types of ranges that make the ranges more functional.

12. Make a list of things to consider in choosing a kitchen range.

4-1-2 ASSIGNMENT: REFRIGERATORS AND FREEZERS

References: Homes With Character, pages 236-237. Pamphlet no. 1359, Louisiana Cooperative Extension Publication, Choosing and Using Your Refrigerator and pamphlet no. 1360, Choosing and Using Your Food Freezer.

1. Discuss features of standard model refrigerators and combination refrigerator-freezer models.

2. Make a list of features to consider when selecting a refrigerator.

3. List points to remember when caring for the refrigerator.

4. Where is the coldest area in the refrigerator? What foods should be stored in this area?

5. If a refrigerator does not defrost automatically when should you defrost it?

6. Why do refrigerators require frequent cleaning?

7. Discuss the advantages and disadvantages of an upright and a chest type freezer.

8. List factors that would affect the size and capacity that a family would need in a freezer.

9. Identify points to remember when caring for the freezer.

10. What should you do about the freezer if the electricity goes off?

4-1-3 ASSIGNMENT: DISHWASHERS

References: Homes With Character pages 242-3. Choosing and Using Your Automatic Dishwasher, Pub. No. 1357

1. Explain the difference between an installed and a portable model dishwasher.

2. Name and discuss the three types of dishwashers. Be sure to explain the types of washing action.

3. Name several other points to consider when selecting a dishwasher.

4. What requirements are necessary in the installation of a dishwasher?

5. Where would be a good location for the dishwasher?

6. What water requirements are necessary for the successful operation of a dishwasher?

7. Why are special detergents and rinse additives needed for automatic dishwashers?

8. Give several points to remember when loading the dishwasher. Is pre-rinsing necessary?

9. Become familiar with "Solving Problems", page 6 and "Possible Mechanical Difficulties", page 7 in pamphlet Your Automatic Dishwasher.

10. What will determine the type and kind of dishwasher you would purchase?

11. What are the two recent developments in dishwashers that offer exciting possibilities?

4-1-6 ASSIGNMENT: WASHING MACHINE

References: Homes With Character, pages 238-239. Pamphlet No. 1361, Louisiana Cooperative Extension Publication, Choosing and Using Your Automatic Washer.

1. Explain the difference in a front-loading and a top-loading washer.

2. List the different kinds of cycles that may be found on a washing machine. Which ones are necessary and which ones are a luxury?

3. What are the different kinds of dispensers that a washing machine may have?

4. What are the two kinds of water fill systems found in washers?

5. Discuss the three types of rinses that a washer may have.

6. List two methods of lint removal.

7. List facts that would affect the length of the wash period and the temperature of the water.

8. What might cause soil to redeposit on clothes?

4-1-7 ASSIGNMENT: CLOTHES DRYER

References: Your Automatic Clothes Dryer, Publication No. 1358.

1. What will help determine whether you purchase a gas or electric dryer?

2. How are steam and lint removed from wet clothes?

3. What are the three current methods of controlling drying?

4. There are many features that may be found on dryers. Be able to list and tell what function each performs.

5. List points to consider when deciding which dryer to buy.

TEST ON MAJOR APPLIANCES

1. There are three methods of removing steam and lint when an automatic dryer is in use. Name them.

   1.

   2.

   3.

2. Lint filters need to be cleaned after each use because a build up of lint presents a _____ hazard.

3. The purpose of a germicidal lamp in a dryer is to _____.

4. There are three types of washing action found in dishwashers. Name two of them.

   1.

   2.

5. Dishwashers are used with water and operated with electricity, therefore they must be _____ for safety.

6. Dishwasher detergents are highly _____ and not suitable for handwashing.

7. Identification - types of ranges

   (1) resembles table-top, cooking surface lower than adjacent counters, one oven, usually 30 inches wide

   (2) one piece range, one or two ovens, may or may not have oven below cooking surface

   (3) cooking surface

   _____ 1. surface unit

   _____ 2. console

   _____ 3. drop-in

8. Name three points to consider when selecting a range.

   1.

   2.

   3.

9. What is the significance of the Underwriter's Laboratory seal of approval?

10. TRUE OR FALSE

   _____ 1. Deluxe models of major appliances are usually more expensive than standard models.

   _____ 2. Fiberglass is an insulation material found in refrigerators.

   _____ 3. Grease on the gasket can cause the refrigerator door not to close properly.

   _____ 4. Freon absorbs heat, thus causes cooling.

   _____ 5. Size of freezers is measured in square feet.

   _____ 6. "Frostless" means "no defrosting necessary."

   _____ 7. Freezer ownership is more of a convenience than a money-saver.

   _____ 8. Centrifugal force prevents water from being spun out of clothes in a washing machine.

   _____ 9. A combination washer-dryer is never practical.

11. Two types of washing machines include the _____ loading and the _____ loading models.

12. The first concern of buying any major appliance is usually the _____.

13. Agitator motions of washing machines can be described as _____ and _____ movements.

ANSWERS TO TEST

1. 1. vent type
   2. water-condenser type
   3. air-condenser type

2. fire

3. remove germs

4. 1. blade impeller
   2. revolving horizontal tube
   3. revolving wash arm

5. grounded

6. alkaline

7. 1. 3
   2. 1
   3. 2

8. Choose any 3
   1. Exterior finish
   2. Cheapest operation
   3. Suitable size
   4. Easy clean features
   5. Size and number of needed ovens

9. Seal assures the purchaser the appliance passed certain tests for safety.

10.
1. True	4. True	7. True
2. True	5. False	8. False
3. True	6. True	9. False

11. front
    top

12. price tag

13. up and down
    back and forth

4-2-1 ASSIGNMENT: SMALL APPLIANCES

References: Homes with Ch- -acter, pages 244-245. Pamphlet No. 1478, Louisiana Cooperative Extension Publication, Small Electrical Appliances, Selection and Care. Buying Guides, pages 80-85.

1. What are the "hidden features" of small appliances to look for?

2. What is the Underwriter's Laboratory Seal?

3. What are the advantages of immersible appliances?

4. Why is it important to check the warranty and guarantee when purchasing appliances?

5. Make a list of small appliances that you would like to have in your own kitchen. Visit local stores and get prices of these appliances.

6. List features to check for in each of the appliances listed in number 5.

TEST: SMALL APPLIANCES

True - False: Write either "true" or "false" beside each of the following statements.

_____ 1. The UL seal found on appliances means the appliance or cord is safe to use.

_____ 2. You should always read the manufacturer's instructions carefully before operating any appliance.

_____ 3. An "immersible" appliance means that it cannot be covered with water when cleaning.

_____ 4. You should always use the electrical cord that came with the appliance and never swap cords among appliances.

_____ 5. It is not necessary for an appliance to cool before washing.

_____ 6. Steam irons operate best if you use distilled water in them.

_____ 7. If a piece of toast sticks in the toaster you should take a fork and remove it.

_____ 8. Aluminum and glass coffee pots are usually less expensive than electric ones.

_____ 9. Most small appliances will last a long time if you give them proper care.

_____10. Portable mixers are more efficient than the stand-mounted model.

ESSAY: List ten points to remember when selecting any kind of small appliance.

ANSWERS

TRUE-FALSE

1. true
2. true
3. false
4. true
5. false
6. true
7. false
8. true
9. true
10. false

ESSAY:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

MATERIALS NEEDED

4-1-1 Louisiana Cooperative Extension Publication 1362, Choosing and Using Your Household Range.

4-1-2 Louisiana Cooperative Extension Publication 1359, Choosing and Using Your Refrigerator.

4-1-3 Louisiana Cooperative Extension Publication 1359, Choosing and Using Your Refrigerator.

4-1-4 Proctor and Gamble, Teaching Aids, Home Care, transparencies.

4-1-5 Range, refrigerator, dishwasher and supplies for showing use and care.

4-1-6 Louisiana Cooperative Extension Publication 1361, Choosing and Using Your Automatic Washer.

4-1-7 Louisiana Cooperative Extension Publication 1358, Choosing and Using Your Automatic Clothes Dryer.

4-1-8 Washer and dryer

4-1-9 Small group field trip

4-1-10 Class field trip

4-1-11 Materials for student's ckecklist

4-1-12 Ditto - test (major appliances)

4-2-1 Ditto and pamphlet

4-2-2 Guest speaker: Representative from electric company

4-2-3 Handout: checklist

4-2-4 Field trip

4-2-5 Test (small appliances)

4-2-6 Supplies for practical unit test.

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Choosing and Using Your Refrigerator, Louisiana Cooperative Extension, Baton Rouge, La., Coop. Ext. Pub. 1359.

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Natchitoches Parish Schools

UNIT REVIEW SHEET

Course _____ Teacher _____

Unit Title _____ Date _____

Beginning Date _____ End Date _____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

_____

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_____

UNIT V
MANAGEMENT

5-0-0 Upon completion of this unit, the services student will demonstrate a knowledge and appreciation of good management practices by answering with 60% accuracy the questions on a teacher-made test.

5-1-0 In a given time period, the project teacher will provide activities enabling the services student to become aware of time and energy saving methods as documented on the project monitorial system.

5-1-1 Discuss Handout Sheet #1: "Management of Time and Energy."

5-2-0 In a given time period, the project teacher will provide activities enabling the services student to know ways of using money more wisely as documented on the project monitorial system.

5-2-1 Discuss Handout Sheet #2: "Spending Your Dollars."

5-2-2 Activity Sheet #1: "Check List for My Personal Spending."

5-3-0 In a given time period, the project teacher will provide activities enabling the services student to understand information leading to wiser decisions in buying household equipment and furnishings, food, and insurance as documented on the project monitorial system.

5-3-1 Read and discuss pages 233-246 of Homes with Character.

5-3-2 Activity Sheet #2: Choosing Household Equipment.

5-3-3 Read and discuss pages 256-263 of Homes with Character.

5-3-4 Discuss Handout Sheet #3: "Your Food Dollar."

5-3-5 Invite an insurance salesman to discuss the following types of insurance: home, property, life, automobile, health, income, and accident.

5-3-6 Activity Sheet #3: "Buying Insurance."

5-3-7 Unit Test

HANDOUT SHEET #1: MANAGEMENT OF TIME AND ENERGY

Many housewives are not involved in activities outside the home because they do not have time or they are too tired to do other things by the time the housework is finished. How can housewives manage these valuable factors--time and energy--more effectively?

Discuss the following questions in regard to better management of time and energy.

1. What is fatigue?

2. What are the most common reasons for fatigue?

3. How are posture and fatigue related?

4. Discuss some step-saving methods for each of the following situations:
   - A. Preparing a meal
   - B. Cleaning a house
   - C. Doing the family laundry
   - D. Doing ironing
   - E. Mending clothes
   - F. Keeping household records
   - G. Dishwashing

5. Discuss how different household tasks can be dove-tailed.

6. The following points can be helpful in conserving time and energy. Discuss each point.
   - A. Follow a plan as a guide.
   - B. Practice good posture.
   - C. Push, pull, carry, and lift properly.
   - D. Place items together that will be used together.
   - E. Place items in the area in which they will be used.
   - F. Make as few trips as possible.
   - G. Put articles back where they belong as soon as you finish using them.
   - H. Don't "put off" getting things done.

HANDOUT SHEET #2: SPENDING YOUR DOLLARS

You often hear people say "Where has my money gone?" Do you wonder what has happened to your own money? Money is an item that often "slips right through our hands."

In this lesson, you will become aware of ways to use your money more wisely. Try to think of ways that you can help your ownself to spend more effectively.

Discuss the following:

1. What are sources of income?
2. How do different classes of people spend their income?
3. What are the steps for making a budget?
4. What are the advantages and disadvantages of using a budget?
5. How do values and goals affect one's spending?
6. Is it wise to "shop around" for items? Why?
7. Why is "impulse spending" not wise?
8. When is a bargain not a bargain?
9. Is it always best to buy the most expensive?

ACTIVITY SHEET #1: CHECKLIST FOR MY PERSONAL SPENDING

Place a check (✓) in the column that best represents your answer.

		YES	NO
1.	Do you receive a regular allowance?	____	____
2.	Do you receive any money from odd jobs?	____	____
3.	Do you have a plan for spending your money?	____	____
4.	Do you avoid "impulse buying"?	____	____
5.	Do you compare quality and prices at different stores before buying?	____	____
6.	Do you save any money?	____	____
7.	Do you plan for large expenses such as birthday and Christmas presents?	____	____
8.	Can you resist a bargain just because it is a bargain?	____	____
9.	Do you avoid buying clothes or items that will be worn or used only a few times?	____	____
10.	Can you adjust your spending plan to meet unexpected situations with little difficulty?	____	____

ACTIVITY SHEET #2: CHOOSING HOUSEHOLD EQUIPMENT

1. List important points and facts that should be considered when buying each of the following prices of equipment:

   A. range
   B. washer
   C. refrigerator
   D. dryer
   E. vacuum cleaner
   F. iron
   G. dishwasher
   H. disposer
   I. electric mixer
   J. blender
   K. coffee pot
   L. toaster
   M. waffle iron
   N. electric skillet

2. Find the prices from at least two different stores for each of the above prices of equipment. Compare these prices with prices that other class members have found.

HANDOUT SHEET #3: YOUR FOOD DOLLAR

Everbody enjoys a tasty, appetizing, nutritious meal. Does it take a lot of money to prepare such a meal? No, it simply takes an efficient manager. The average American family spends a lot of money on food, much of it being unnecessary. How can you prevent wasting your food money?

Discuss the following points with regard to buying food more wisely:

1. Make a food spending plan.
2. Watch for true bargains.
3. Plan menus in advance.
4. Buy large quantities when feasible.
5. Buy "in season" foods.
6. Compare prices of fresh, frozen and canned foods.
7. Be practical.
8. Use substitutes for expensive food items when possible.
9. Compare prices of ready prepared foods to home made foods.
10. Compare prices of different brand names.

ACTIVITY SHEET #3: BUYING INSURANCE

Divide the class into small groups. Discuss the following questions concerning the purchase of insurance.

1. How can a family decide how much money to spend on insurance?

2. Discuss factors that would influence whether or not a family should buy the following types of insurance:

   A. home
   B. property
   C. life
   D. automobile
   E. health
   F. income
   G. accident

3. Discuss the advantages of investigating several insurance company's policies.

4. Discuss the advantages and disadvantages of a family buying all of their insurance from one company.

5. Do research on medicare and medicaide.

UNIT TEST

Multiple Choice: Write the letter of the answer that correctly completes the sentence.

_____ 1. Dove-tailing tasks
- A. Will require more time and energy
- B. Can reduce the use of time and energy
- C. Does not affect the use of time and energy

_____ 2. If you are washing dishes alone, it is more time and energy saving to
- A. Wash a few dishes, then rinse them, then wash, rinse and so on
- B. Wash the most difficult items first
- C. Complete all the washing before doing the rinsing

_____ 3. It will require less time and effort to collect soiled clothes if
- A. Each person disposes of his clothes in his own laundry basket
- B. Each person disposes of his clothes in a common container
- C. Each person leaves his dirty clothes in his own closet

_____ 4. Pre-washing treatment is
- A. A good laundry habit
- B. Is not necessary
- C. Using needless time and energy

_____ 5. You can use your time more efficiently by ironing
- A. The most difficult garments first
- B. The less difficult garments first
- C. All of the similar garments before switching to a different kind

_____ 6. House cleaning is
- A. Harder to do if you try to follow a schedule
- B. Easier to do if you follow a schedule
- C. Always a difficult job

_____ 7. A good rule to follow when cleaning is
- A. To proceed from the top down and from the outside in
- B. To proceed from the bottom up and from the outside in
- C. To proceed from the hardest tasks to the easiest ones

_____ 8. When deciding whether to buy the most expensive, the least expensive, or the medium priced, remember
- A. The most expensive is always best
- B. The least expensive is never any good
- C. The one that best fits your needs is the best buy

_____ 9. By planning menus in advance, you
A. Are wasting time because you probably won't cook what you planned
B. Can probably save money because you may be able to buy food in large quantities
C. Won't have as much work to do

_____10. You can usually save money by
A. Buying all of your insurance from a local company
B. Buying all of your insurance from a single company
C. Buying insurance from the largest company

UNIT TEST ANSWERS

1. B
2. C
3. B
4. A
5. C
6. B
7. A
8. C
9. B
10. B

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A. "Your Money and You"
B. "You, the Shopper"
C. "Your Shopping Dollar"
D. "Your World and Money"
E. "Your Money's Worth in Shopping"

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course_____ Teacher_____

Unit Title_____ Date_____

Beginning Date_____ End Date_____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

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HOUSE PLANS
UNIT VI

6-0-0 Upon completion of the House Plans unit, the house care students will be able to evaluate house plans by answering questions and recognizing illustrations by at least 60% accuracy score on a teacher made test.

6-1-0 In a given time period, the teacher will provide visuals and experiences for the students to recognize many different styles of homes as documented by the P.M. S.

6-1-1 Show visuals of the following house forms:

A. One-story or ranch
B. Two-story
C. Story-and-a-half
D. Split-level

6-1-2 Read and discuss page 42 of Homes With Character.

6-1-3 Activity: Identifying Forms of Houses

6-1-4 Show visuals on the following house styles: (Refer to pages 43-49, Homes With Character.)

A. The Garrison on Early Colonial
B. The Salt-Box House
C. The Cape Cod Cottage
D. The Dutch Colonial
E. The Georgian
F. The Regency
G. The Northern Colonial
H. The Southern Colonial
I. The Cotswold
J. The English Half Timbered
K. The French Provincial
L. The Norman French

6-1-5 Read pages 43-49 of Homes With Character making a short description of each type of house style illustrated.

6-1-6 The students will display knowledge of house styles by planning and constructing a bulletin board.

6-2-0 In a given time period, the teacher will provide experiences and resource materials for the students to become knowledgeable in guidelines for choosing a homesite as documented by the P. M. S.

6-2-1 Read pages 33-37 of Homes With Character. Study guide handouts.

6-2-2 Guest speaker: Lawyer, "The Legalities Involved in Purchasing Property."

6-2-3 Activity: Select pictures of different styles of home architecture and describe the kind of site, size, and shape of lot suitable for each house.

6-2-4 Guest speaker: Realtor, "The Going Price of Property in Our Community."

6-3-0 In a given time period, the teacher will provide activities and materials which will enable the house services student to become familiar with criteria for judging house plans as documented on the P. M. S.

6-3-1 Activity: Refer to pages 50-51 in Homes With Character and to quote on Principles of Small Home Planning.

6-3-2 Visuals of basic house plans. Refer to Basic Floor Plans, Homes With Character, pages 50-56.

6-3-3 Handout

6-3-4 Activity: Students will select a houseplan from current magazines and evaluate it for his own needs.

6-3-5 Students will plan and make a bulletin board emphasizing criteria used in judging houseplans.

6-3-6 Field Trip. Visit to new homes.

6-3-7 Guest Speaker: Contractor. "The Cost of Building in My Community."

6-3-8 Activity: Refer to Blueprint Symbols, page 58, Homes With Character.

6-3-9 Guest Speaker: Architect. "Specifications and Building Codes."

6-3-10 Unit Test

6-2-1

Study Guide: Pages 33-37, Homes With Character.

1. Name at least 10 conditions you would consider in selecting a homesite.
2. What is a survey and why is it important in selecting a homesite?
3. How does the matter of good drainage affect a homesite?
4. Does the size of the selected lot affect size of plans for the home?
5. Explain how exposures are important to lot and houseplan.
6. What is zoning and how does it apply to a homesite?
7. What are improvements and how do they affect cost of a lot?
8. How can you make sure the property you buy is free and clear?
9. Name several irregularities that may be found in clearing a property title.
10. Give the 3 main things a good deed should tell.

6-3-3

1. Use handouts from 6-3-2 here to determine traffic patterns, window and door spaces.
2. "The Traffic Hub" pamphlet.

UNIT TEST (30 pts.)

I. Identification: (House Styles)

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

(Hold up visuals or ditto 10 house styles and ask for identification.)

II. Identification: (House Forms)

1. 4.
2. 5.
3.

III. Listing:

1. Name 5 conditions you would consider in selecting a house site.

   1.
   2.
   3.
   4.
   5.

2. A good deed should tell the following:

   1.
   2.

3. Define:

   1. traffic pattern
   2. expansible plans
   3. wall space

4. Identification: Blueprint symbols and abbreviations

   a.
   b.
   c.
   d.
   e.

UNIT TEST ANSWERS

I. Identification of any 10 house styles:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

II. Identification of any 5 house forms:

1.
2.
3.
4.
5.

III. Listing

1. Any 5 - 1. 1. Good, legal land survey made
   2. 2. Good drainage
   3. 3. Relation of house to lot
   4. 4. Exposure
   5. 5. Zoning
   6. Improvements

2. Any 2 - 1. 1. is deed properly prepared?
   2. 2. has deed adequately described property?
   3. is deed signed, sealed, attested and acknowledged as required by law?

3. Definitions:
   1. path taken to enter, leave, or get around in a room or house.
   2. plans that have qualities necessary for enlargement to take place.
   3. space on wall for furniture placement without interference by doors, windows, or other openings.

IV. Identification
1. swinging door
2. water closet
3. ceiling outlet
4. wall switch
5. base plug

MATERIALS NEEDED

6-1-1 Transparencies and Magazines

6-1-2 Book: Homes With Character.

6-1-3 Pictures: Forms of Houses
Opaque Projector

6-1-4 Transparencies or opaque projector

6-1-5 Book: Homes With Character.

6-1-6 Magazines

6-1-7 Using transparencies made for 6-1-4, mount on colored construction paper to be clearly seen.

6-2-1 Ditto

6-2-2 Guest speaker - Lawyer

6-2-3 Pictures of different types of architecture. Use visuals already made or new ones from magazines.

6-2-4 Guest speaker - Realtor

6-3-1 Ditto

6-3-2 Transparencies

6-3-3 Ditto - Pamplet "The Traffic Hub"

6-3-4 Magazines

6-3-5 Bulletin Board Supplies

6-3-6 Field Trip

6-3-7 Guest speaker - Contractor

6-3-8 Ditto

6-3-9 Guest speaker - Architect

Natchitoches Parish Schools

UNI REVIEW SHEET

Course _____ Teacher _____

Unit Title _____ Date _____

Beginning Date _____ End Date _____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

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_____

UNIT VII
DECORATION, ACCESSORIES, AND LIGHTING

7-0-0 Upon completion of this unit, the services student will demonstrate a knowledge and appreciation of decoration, accessories, and lighting by answering with 60% accuracy the questions on a teacher made test.

7-1-0 In a given time period, the project teacher will provide activities enabling the services student to recognize the kinds of floors and know how to care for them properly, as documented on the project monitorial system.

7-1-1 Discuss characteristics, advantages, and disadvantages of wood, carpeted, and synthetic floors. Refer to pages 48-66 of Furnishing Your Home.

7-1-2 Discuss and demonstrate types of cleaners and cleaning equipment to be used on wood, carpeted, and synthetic floors.

7-1-3 Show filmstrip: Proctor and Gamble, "Household Helpers".

7-2-0 In a given time period, the project teacher will provide activities enabling the services student to become aware of a variety of ceiling and wall finishes, as documented on the project monitorial system.

7-2-1 Refer to pages 69-80 of Furnishing Your Home. Discuss the following and the advantages and disadvantages of each:

A. plaster
B. paint
C. wallpaper
D. acoustical file

7-2-2 Invite a person from a local lumber yard to bring actual samples of various ceiling finishes.

7-3-0 In a given time period, the project teacher will provide activities enabling the services student to recognize the different kinds of windows, and be able to decorate the different kinds of windows as documented on the project monitorial system.

7-3-1 Read and discuss pages 145-147 of Homes With Character.

7-3-2 Have students identify window styles. Refer to page 146 of Homes With Character.

7-3-3 Activity Sheet #1: Window Terms

7-3-4 Discuss how space and size of room and window affects the placement of windows.

7-3-5 Study pages 13-15 of terior Design and magazine pictures of rooms to determine good and bad window placement.

7-3-6 Read and discuss pages 147-158 of Homes With Character.

7-3-7 Bulletin Board: Have the students collect pictures illustrating different kinds of window decorations.

7-3-8 Discuss suitable window treatments for formal and informal rooms.

7-3-9 Activity Sheet #2: Window Decoration

7-3-10 Show Filmstrip: Sears Roebuck and Company, "Window Treatment".

7-3-11 Demonstrate how to measure a window for curtains. Compare the amounts needed for sill length, apron length, baseboard length, and floor length curtains.

7-4-0 In a given time period, the project teacher will provide activities enabling the services students to know the advantages and disadvantages of central and space heating and cooling systems as documented on the project monitorial system.

7-4-1 Discuss factors that determine the type of heating and cooling system to be used.

7-4-2 Determine the advantages and disadvantages of central and space heating and cooling systems.

7-5-0 In a given time period, the project teacher will provide activities enabling the services student to identify the different styles of furniture and furniture finishes, have a knowledgeable understanding of construction details, and be able to do simple repairs and refinishes as documented on the project monitorial system.

7-5-1 Read pages 161-185 in Homes With Character.

7-5-2 Discuss characteristics of the following furniture styles:

A. Jacobean
B. William and Mary
C. Queen Anne
D. Chippendale
E. Adams
F. Hepplewhite
G. Sheraton
H. Victorian
I. French Provincial
J. Early American
K. American Georgian
L. Duncan Phyfe
M. Contemporary

7-5-3 Have students identify furniture styles. Refer to pages 161-185 in Homes With Character.

7-5-4 Activity Sheet #3: Furniture Styles

7-5-5 Read and discuss pages 102-125 of Furnishing Your Home.

7-5-6 Examine available pieces of furniture as to construction details, materials used, and finishes applied.

7-5-7 Activity Sheet #4: Furniture Construction, Finishes, and Materials

7-5-8 Read and discuss pages 312-329 of Homes With Character.

7-5-9 Invite a person to demonstrate upholstering and refinishing procedures.

7-6-0 In a given time period, the project teacher will provide activities enabling the services student to select and use accessories that will add beauty and individuality to the home as documented on the project monitorial system.

7-6-1 Refer to pages 201-230 of Homes With Character for discussion.

7-6-2 Use pictures from Southern Regional Publication, HEG-1, Cooperative Extension Service, "Accent With Accessories" to show how the wall space in a room affects the size, shape, grouping, and placement of pictures.

7-6-3 Demonstrate how to properly mat and frame a picture according to the law of margins on page 210 of Homes With Character.

7-6-4 Have pupils find a magazine picture to mat and frame. Arrange a display of finished products.

7-6-5 Show and discuss pictures of interesting arrangements of plants, candles, statuaries, lamps, and other accessories as illustrated in Southern Regional Publication, HEG-1, Cooperative Extension, "Accent With Accessories."

7-7-0 In a given time period, the project teacher will provide activities enabling the services student to use lighting more effectively as documented on the project monitorial system.

7-7-1 Discuss types of lights available. Refer to pages 167-169 of Furnishing Your Home.

7-7-2 Read pages 169-170 of Furnishing Your Home. List the requirements of good lighting.

7-7-3 Assignment: Furnishing Your Home, page 172, "Questions for Discussion," "8, 9, 10, 12; page 173, "Related Problems," #10, 12, 14.

7-7-4 Unit Test

7-3-3 ACTIVITY SHEET: #1-WINDOW TERMS

In your notebook, list and define the following terms:

A. Apron
B. Sash
C. Frame
D. Sill
E. Cornice board
F. Drapery
G. Swag
H. Valance
I. Venetian blinds
J. Double-hung window
K. Glass curtain
L. Lambrequin

ACTIVITY #2: WINDOW DECORATION

Find pictures of appropriate window decoration for the following styles:

A. a Cape Cod house

B. a contemporary home

C. a formal American Georgian home

ACTIVITY SHEET: #3-FURNITURE STYLES

1. Collect pictures of the following furniture styles:

   A. Chippendale
   B. Hepplewhite
   C. Contemporary
   D. Victorian
   E. Duncan Phyfe
   F. Sheraton

2. Choose a period style of furniture that you would like to have for your own and find magazine pictures of different pieces of furniture for that period.

ACTIVITY SHEET: #4-FURNITURE CONSTRUCTION, FINISHES, AND MATERIALS

Define the following terms:

A. Tufted
B. Stretcher
C. Webbing
D. Caning
E. Dowel
F. Dovetailed
G. Slip cover
H. Tongue-and-groove
I. Upholstery
J. Veneer
K. Lacquer
L. Mortise-and-tenon

Collect samples of materials that would be suitable for upholstering furniture.

Compare the color and use of the following woods:

A. Ash
B. Cherry
C. Oak
D. Mahogany
E. Walnut
F. Maple
G. Birch
H. Gum

MATERIALS NEEDED

7-2-2 Resource person from lumber yard.

7-3-5 Magazine pictures of rooms to determine window placement.

7-6-2 Southern Regional Publication, HEG-1, Cooperative Extension Service, "Accent with Accessories."

7-6-5 Southern Regional Publication, HEG-1, Cooperative Extension Service, "Accent with Accessories."

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course_____ Teacher_____

Unit Title_____ Date_____

Beginning Date_____ End Date_____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

_____

_____

_____

_____

_____

UNIT VII TEST

Completion: Complete the following sentences by supplying the missing word or words.

1. Two factors that will influence your choice of floor finishes are _____ _____and _____.
2. A practical floor covering for kitchen, bathrooms, and playrooms is _____.
3. A floor covering that would be suitable for living rooms is _____.
4. _____ is probably the most commonly used material for floors.
5. As compared to other types of ceiling finishes, _____ tends to reduce noise.
6. A relative inexpensive way to finish ceilings is to _____ them.
7. A great variety of wall and ceiling decoration is possible through the use of _____.
8. The most commonly used kind of window is the _____.
9. Three classes of windows are _____, _____, and _____.
10. Draperies should begin and end in line with some structual part of the window. Those places are _____, _____, and_____.
11. The _____ forms the base of the window.
12. The _____ and _____ outline the window.
13. The _____ frames the glass in the window.
14. Most pictures should be hung so that the center of interest in them will be at _____level.
15. Mirrors create an illusion of _____ in a room.
16. Items such as pictures, mirrors, lamps, and plants, add color, beauty, and individuality to a room. These items are known as _____.

True-False: Write True or False beside each of the following statements.

_____17. Nylon carpeting is more durable than cotton carpeting.

_____18. Synthetic floors are comparatively resilent and durable.

_____19. An advantage of synthetic floors as compared to carpeting is that synthetics are easier cleaned.

_____20. It is advisable to have non-washable ceiling and wall finishes in kitchens, bathrooms, and children's rooms.

_____21. In formal rooms, draperies should be sill length, while floor length draperies are suitable in informal rooms.

_____22. Swags and cascades are appropriate for large formal rooms with high ceilings.

_____23. The master bedroom should have a window treatment that is strictly masculine.

_____24. Tailored curtains and lined draperies with French pleats are a safe treatment in most living rooms.

_____25. Shades are usually less expensive than Venetian blinds.

_____26. The climate and style and size of the house will influence the type of heating system.

_____27. Veneer is a thin layer or sheet of wood which is glued to a base or core of other wood.

_____28. Dark woods contribute an effect of coolness, while light-colored woods add an effect of warmth to a room.

_____29. Good quality furniture usually has a dull-rubbed finish of glass-like smoothness without a high surface-luster.

_____30. The effectiveness of lighting is determined by the kind of light and the way in which it is distributed.

_____31. The light source should not be more than sixty inches in distance for reading and other activities where close concentration is involved.

_____32. Chairs that are nailed or glued together will last longer than those with wooden joinings.

Matching: Place the correct letter beside the appropriate number.

_____33. Lace, brocade, and atin curtains belong in this type of room

_____34. Ruffled curtains would fit well in this type of house

_____35. Cafe and tier curtains would be best suited for this type of house

_____36. A feminine style of curtain suitable for a girl's room

_____37. A masculine style of curtain suitable for a boy's room

_____38. Rectangular and massive forms are characteristic of this furniture

_____39. The first highboy was developed during this furniture period

_____40. Shell carving is a characteristic of this furniture

_____41. Famous for motifs

_____42. Shield back chair was typical of this furniture period

_____43. First designer to introduce concealed drawers and compartments

_____44. Spoon-shaped chair backs were typical of this furniture period

_____45. The large wardrobe or armoire is characteristic of this style

_____46. Little decoration except shallow carving was used during this furniture period

_____47. Kneehold desk was a popular item of this period

_____48. Metal mounts usually enclosed the claw feet of the table and sofa legs of this furniture

_____49. This furniture style depended upon line, form, wood grain, and fabric texture more than carving for its beauty .

_____50. Burlap and hopsacking fabrics would be suitable in this type of room

A. Jacobean
B. Sheraton
C. Priscillas
D. French Provencial
E. Contemporary
F. Informal
G. Formal
H. William and Mary
I. Cape Cod
J. American Georgian
K. Denim draperies
L. Early American
M. Contemporary
N. Duncan Phyfe
O. Queen Anne
P. Hepplewhite
Q. Victorian
R. Adam

UNIT VII TEST ANSWERS

Completion:

1. kinds of materials and condition of floors
2. linoleum
3. carpeting
4. wood
5. accoustical tile
6. paint
7. wallpaper
8. double sash
9. sliding, swinging, and fixed
10. baseboard, sill, and apron
11. sill
12. frame and apron
13. sash
14. eye
15. space
16. accessories

True-False:

17. True
18. True
19. True
20. False
21. False
22. True
23. False
24. True
25. True
26. True
27. True
28. False
29. True
30. True
31. False
32. False

Matching:

33. G
34. I
35. M
36. C
37. K
38. A
39. H
40. O
41. R
42. P
43. B
44. Q
45. D
46. L
47. J
48. N
49. E
50. F

UNIT VIII
HOME ECONOMICS

8-0-0 Upon completion of this unit, the house care student will become familiar with the technological techniques needed by a person employed as a housekeeper. This will be made known by answering with 60% accuracy the questions on a teacher made test and by performing practical tests to the satisfaction of the instructor.

8-1-0 In a given time period, the project teacher will provide activities enabling the house care student to know the basic steps of good laundry procedures as documented on the project monitorial system.

8-1-1 Refer to Procter and Gamble, Teaching Aids, Laundering, pages 15-46. Discuss the steps to good laundering. Use appropraite visuals and perform demonstrations given. Give "Learning Experiences" as class assignments.

8-1-2 Show filmstrip "Focus on Family Wash."

8-1-3 Assignment: Laundry Agents

8-1-4 Show filmstrips "Washday Wonders."

8-1-5 Field trip to Procter and Gamble Plant.

8-2-0 In a given time period, the project teacher will provide activities enabling the house care students to demonstrate proper techniques of pressing, ironing, folding and hanging clothes as documented on the project monitorial system.

8-2-1 Teacher given demonstration on pressing and ironing garments. Use Tomorrow's Homemaker, pages 265-66, 453-55 as a reference.

8-2-2 Have students practice pressing and ironing various garments.

8-2-3 Teacher given demonstration on folding and hanging garments. Use Tomorrow's Homemaker, pages 264-65 for reference.

8-2-4 Have students practice folding and hanging garments.

8-2-5 Field trip to a commercial dry cleaner and laundry to observe methods of clothing care.

8-2-6 Assignment: Folding and Hanging Garments.

8-2-7 Practical test on pressing, ironing, folding and hanging garments.

8-2-8 Quiz

8-3-0 In a given time period, the house care student will be able to properly clean and care for floors and floor coverings as evidenced by scoring at least 60% on a teacher made test.

8-3-1 Assignment.

8-3-2 Have students collect pictures, samples and information on kinds of floors and floor coverings.

8-3-3 Demonstrate cleaning and care of wood floors. Emphasize care of cleaning equipment, especially the vacuum cleaner.

8-3-4 Demonstrate cleaning and care of rugs and carpets. Emphasize care of cleaning equipment.

8-3-5 Field trip to store that sells floor coverings.

8-3-6 Test

8-4-0 In a given time period, the house care student will become knowledgeable of and gain the ability to properly care for walls, woodwork, furniture, windows, china, silver, glassware and other household furnishings as evidenced by scoring at least 60% on a teacher made test.

8-4-1 Assignment.

8-4-2 Demonstrations:

1. The Cleaning Basket
2. Cleaning Walls and Woodwork
3. Cleaning and Polishing Furniture
4. Cleaning windows
5. Washing Dishes

8-4-3 Have students actually clean designated areas using proper methods and stressing conservation of time and energy.

8-4-4 Filmstrip "How to Save 30 Minutes a Day." Pass our accompanying pamphlet by same name.

8-4-5 Have students develop a score card for the selection of a basic cleaning tool.

8-4-6 Have students classify cleaning jobs in the home under one of the following headings: regularly, occasionally, annually.

8-4-7 Analyze a method of thoroughly cleaning a home, listing various surfaces or articles in the order in which they should be cleaned. Designate technique, tools, and supplies needed for each type of cleaning job.

8-4-8 Test

8-5-0 In a given time period, the house care student will be able to give proper care to bathroom walls, floors and fixtures as evidenced by successfully cleaning a bathroom by standards set by the teacher.

8-5-1 Assignment

8-5-2 Demonstration: bathroom cleaning.

8-5-3 Evaluation: practicum in bathroom cleaning.

8-6-0 In a given time period, the project teacher will provide activities enabling the house care student to become familiar with techniques of caring and storing household linens properly as documented on the project monitorial system.

8-6-1 Have students do research on materials from which household linens might be made. Some suggested materials are linen, cotton, cotton blends, plastic and terry cloth. Report to class.

8-6-2 Let students compile a list of stains that may have to be removed from various household linens.

8-6-3 Review stain removal procedures by referring to 8-1-1.

8-6-4 Demonstrate how to starch tablecloths and napkins by using both spray starch and a prepared starch.

8-6-5 Assignment Sheet: Starching.

8-6-6 Demonstrate various ways of folding tablecloths (round, square and rectangle), sheets (fitted and flat), blankets, bedspreads, pillow cases, towels and wash cloths for storage.

8-6-7 Practical test on folding linens.

8-6-8 Handout Sheet: Care and Storage of Household Linens. Discuss and have students add other points to the sheet.

8-6-9 Assignment Sheet: Care and Storage of Household Linens.

8-6-10 Have students find magazine pictures of different storage arrangements and evaluate them.

8-6-11 Quiz.

8-7-0 In a given time period the teacher will provide activities which will demonstrate the duties of an employed housekeeper relative to meal management.

8-7-1 Review basic 4 food chart and discuss its significance in meal planning.

8-7-2 Show film on the nutrients and their functions and sources.

8-7-3 Have students fill out chart in the nutrients, their functions and sources.

8-7-4 Show and discuss film "Planning Meals Attractively". Discuss variety in : color, texture, shape, and methods of preparation.

8-7-5 Show and discuss film "Buying Foods Wisely".

8-7-6 Show and discuss transparency on labeling.

8-7-7 Discuss grading, brands, seals.

8-7-8 Show and discuss transparency on reading and interpreting a recipe
- a. Types of information given
- b. Weights and measurements
- c. Abbreviations and symbols
- d. Increasing and decreasing recipes

8-7-9 Show film on "Measuring Accurately".

8-7-10 Have students practice a variety of ingredients.

8-7-11 Show film and slides on cooking terms.

8-7-12 Have students compile a dictionary cooking terms.

8-7-13 Review the principles of cooking methods for preparing and storing the major food groups. (References - Food Preparation Manual Administration Faculty, Oklahoma State University, 1969)

8-7-14 Show and discuss film on table setting.

8-7-15 Demonstrate table setting for simple family needs.

8-7-16 Have students set table for a variety of meals.

8-7-17 Compile rules for table setting.

8-7-18 Discuss and demonstrate types of table services.

8-7-19 Discuss manners for dining.

8-7-20 Unit Test

8-1-3 Assignment Sheet: Laundry Agents

1. Define and tell the purpose or the main function of each of the following:

   A. Soap

   B. Detergent

   C. Bleach

   D. Fabric softeners

   E. Water softeners

   F. Blurrings

   G. Starch

2. What affect does the first six agents listed above have in hard and soft water?

3. For each of the above agents, compare the price and the performance of at least two different brands. Report findings to class.

8-2-6 Assignment: Folding and Hanging Garments

1. List points to remember when folding any garment so as to eliminate wrinkling.

2. Describe how to fold the following garments:

   A. shirts

   B. sweaters

   C. ties

   D. socks

   E. pajamas

3. Describe how to properly hang the following garments:

   A. dresses

   B. jackets

   C. skirts

   D. pants

   E. shirts

QUIZ: LAUNDRY

1. List the eight basic steps to good laundering.
2. List five guidelines to remember when sorting clothes.
3. What is the purpose of putting like or similiar colored garments together?
4. What is meant by a non-fast color?
5. What temperature of water is best for soaking stained garments?
6. List two types of bleaches.
7. List a laundry product that helps reduce static electricity.
8. List six laundry products commonly used and give at least one function of each.
9. What is the main difference between soaps and detergents?
10. What temperature of water minimizes wrinkling of garments made from man-made fibers?
11. Why aren't soaps, detergents and bleaches ever added to the final rinse water?
12. Why should dark fabrics be ironed on the wrong side?
13. Why should you not wash terry cloth towels and polyester knit garments together?
14. Why is it important not to overload the washing machine?
15. List one brand of light duty, mild soap.

8-2-8 Quiz Answers

1. (1) sort carefully (2) pretreat (3) use correct wash temperature (4) use right kind and amount of washing products (5) know washer and how to use it (6) use correct washing action (7) rinse (8) dry

2. (1) color (2) type of fabric (3) garment construction (4) amount and kind of soil (5) size of item

3. To prevent fading

4. The color will fade or bleed

5. Warm or cool

6. (1) oxygen (2) chlorine

7. Fabric softener

8. (1) detergents and soaps - cleans fabric (2) enzyme pre-soak products - loosens soil and stains and brightens white fabrics (3) bleaches - removes stains, disinfects, and deodorizes (4) water softeners - precipitates hard water minerals (5) fabric softeners - makes fabrics soft and reduces static electricity (6) starches - give body to fabrics

9. The main difference between soaps and detergents is the way they work in hard water. Soaps form an insoluble curd or film and detergents do not.

10. Cold

11. Because these agents should be rinsed well from the garments.

12. Dark fabrics will become shiny.

13. Because of the lint.

14. Too many garments in the machine prevent good circulation of water and washing products.

15. Chiffon Flakes, Ivory Flakes, Ivory Snow or Lux Flakes.

8-3-1 Assignment

References: Homes With Cha acter, pages 295-298. "What Every Homemaker Should Kno. About Floor Care", "How to take "Work" out of Your House Work."

1. From your readings, tell how the following types of flooring should be cared for:

   (1) wood

   (2) asphalt tile

   (3) rubber tile

   (4) vinyl and vinyi cork

   (5) cork tile

   (6) linoleum

   (7) ceramic

   (8) stone and brick

   (9) terrazzo and marble

2. Why is it important to keep as much dirt as possible out of the house? How can this be done?

3. List several ways regular care can save rugs.

4. Make a chart of stain removal for rugs.

5. What are several ways rugs can be cleaned? What determines method to use?

6. What are 2 basic groups of waxes?

7. What should be looked for when selecting a self-polishing wax?

8. There are 3 basic types of wax for wood floors. Name them. How is each applied?

9. Describe the removal of built-up layers of wax.

10. Of what materials is carpet made of?

11. What is the best method of removing dirt from carpet?

12. How can you help save your carpet from so much "wear and tear?"

13. Give 2 methods of home cleaning for rugs and carpets.

14. What care should be given the vacuum cleaner?

15. Review page 240, Homes With Character.

TEST

1. The key to removing spots from floors is to remove the _____.

2. In many cases _____ _____ with a _____ _____ will make spots disappear.

3. For convenience and economy, keep a _____ tacked in the laundry area with needed supplies for spot removal.

4. Two types of water-emulsion wax are:

   (1) (2)

5. These types of waxes are suitable for many types of floors. Name 2.

   (1) (2)

6. "Stripping" wax means to _____.

7. Give at least 3 ways to give regular care to rugs and carpets.

   1.
   2.
   3.

8. The best way to remove dirt from the floor is by the use of the _____.

9. Give 2 suggestions in caring for the vacuum cleaner.

10. TRUE - FALSE

   _____ 1. Solvent - based paste wax is best for wood floors.

   _____ 2. Ceramic tile needs cleaning only with soap or detergent; avoid abrasive cleaners.

   _____ 3. Vacuuming does injure rugs and carpets.

   _____ 4. Any type of vacuum cleaner can be used to shampoo carpets and rugs.

   _____ 5. It is wise to protect a rug or carpet with a pad.

11. Practicum - Have students actually clean wood floors, carpet or any type of flooring available. Suitable materials and equipment will be determined by the type of flooring to be cleaned or waxed.

8-3-6 Test Answers

1. quickly

2. blotting action
   damp cloth

3. spot removal chart

4. cleaning and polishing
   self polishing

5. vinyl linoleum (choose any 2)
   wood tiles (rubber)

6. remove all built up wax

7. 1. vacuum regularly (choose any 3)
   2. use casters or plastic wheels under heavy furniture
   3. keep moisture in the air
   4. move heavy pieces of furniture frequently
   5. clean and spray well to prevent moth damage
   6. avoid placing leftover pieces of carpet over other carpet unless there is a piece of felt between

8. vacuum cleaner

9. 1. read instruction manual (choose any 2)
   2. check moving parts regularly to see if each is working properly
   3. clean attachments after each use
   4. be gentle with electrical cord
   5. never oil or grease cleaner without directions from manual

10. 1. True
    2. True
    3. False
    4. False
    5. True

11. Practicum - Teacher's directions

8-4-1 Assignment

References: Homes With Character, pages 293 - 302, 288, 283.
Management for Better Living, pages 227-58.
"How to Save 30 Minutes a Day"

1. What care does flatware require? China?
2. List the 5 steps in dishwashing. What are the rules of order for washing dishes?
3. Be able to discuss 3 points which will help simplify housekeeping.
4. List supplies that should be included in a cleaning basket to make cleaning simpler and move convenient.
5. What is one secret in keeping painted walls clean?
6. How is the best way to care for papered walls?
7. Name several precautions to take in caring for walls.
8. Give advantages and disadvantages for using paste wax or polish on wood furniture.
9. Give the proper steps in applying paste wax and polish on wood furniture.
10. List several accidents that happen to furniture and give the treatment for each.
11. Describe care that should be given upholstered furniture.
12. Tell how to remove common stains from upholstered furniture.
13. What care do venetian blinds and window shades require? Describe the cleaning of each.
14. There are 5 suggested ways to reduce cleaning in general. Be able to discuss each.
15. Read carefully "Cleaning Equipment", pages 237-249 in Management for Better Living. Make a list of cleaning equipment that would be the most useful for cleaning your home, your school, and office building.
16. Make a list of as many cleaning supplies as you can denoting the use of each.
17. What 2 conditions determine the technique used for specific cleaning?
18. List several hints to make cleaning easier and more efficient.

TEST

1. For best results, list in order the way dishes should be washed.

   1. 3. 5.

   2. 4.

2. List 3 ways housekeeping may be simplified.

   1.

   2.

   3.

3. Painted walls can be kept fresh by frequent _____.

4. Give 2 suggestions for keeping walls clean.

   1.

   2.

5. Wax requires more time to apply and use on furniture than furniture oil because the surface must be free of _____ and _____ for wax application.

6. Tell how you would treat the following "accidents" to wood furniture:

   1. scratches
   2. wet glass left on table top

7. Specific cleaning methods depend chiefly on what 2 conditions?

   1.

   2.

8. TRUE - FALSE

   _____ 1. Rinse dishes in cold water that contained milk, cheese, eggs, or rice.

   _____ 2. Wooden dishes should be soaked in water before washing.

   _____ 3. Upholstered furniture needs to be vacuumed frequently.

   _____ 4. There is no successful method of home cleaning upholstered furniture.

   _____ 5. Venetian blinds are best cleaned with a soft cloth.

   _____ 6. Comphorated oil is a good substance to help remove stains or marks on wood furniture.

8-4-8 Cont.

_____ 7. A general rule for cleaning is to proceed from the top down and from the outside in.

_____ 8. We really clean only when dirt is removed by suction.=

8-4-8 Test Answers

1. 1. glassware and crystal
   2. silver and flatware
   3. china and tableware
   4. serving pieces
   5. pots, pans, other utensils

2. 1. keep dirt out
   2. store supplies conveniently
   3. use schedules

3. cleaning

4. any 2

   1. frequent dusting
   2. clean radiations, registers and heaters
   3. keep basements clean to avoid having dirt blown upstairs
   4. keep dirt out
   5. use correct tools for dusting to keep down smearing

5. oil
   dirt

6. 1. rub iodine, scratch stick, or matching stain into scratch and then polish

   2. place blotter over ring, press lightly with warm iron

7. 1. surface to be cleaned

   2. cleaning aids employed

8. 1. True
   2. False
   3. True
   4. False
   5. True
   6. True
   7. True
   8. True

8-5-1 Assignment

Reference: Homes With Cha cter, pages 131-132, 134 Reiff, Florence, Steps in Home Living, pages 94-95.

1. How should walls in a bathroom be finished? How are these wall finishes cared for?

2. From previous discussions on floor covering what would be the best type for bathrooms. Review care for this flooring. Read page 134.

3. What can you do as a family member in the daily care of the bathroom?

4. What care should be given to the bathroom fixtures?

8-6-5 Assignment Sheet: Starching

From the demonstration given, answer the following questions:

1. What are the advantages and disadvantages of using a spray starch?

2. What are the advantages and disadvantages of using a prepared starch?

3. Compare the cost of a spray starch and a prepared starch.

4. Compare the finish and appearance of the items that were spray starched to those that were starched in the prepared starch.

8-6-8 HANDOUT SHEET: Care And Storage of Household Linens

Discuss each of the following points in regard to caring for and storing linens.

1. Small table linens may be stacked flat or wrapped around cardboard tubes for storing. This eliminates the creases of folding.
2. Put newly laundered linens on the bottom of the stack in order to rotate their use. They will wear longer.
3. Do not bleach colored linens.
4. Do not let linens become too heavily soiled. Launder often.
5. Prevent offensive odors from becoming absorbed by stored linens. Maintain a fresh, clean, newly laundered scent.
6. Sheets and pillow cases should be changed at least once a week for longer wear.
7. Do not pull sheets off the bed--loosen them first.
8. Do not use sheets and pillow cases to wrap laundry in.
9. Store linens in a place free from dust.
10. Be sure linens are thoroughly dry before storing.
11. Blankets, bedspreads, towels, and wash cloths should be washed alone becasue of possible lint.
12. Special care should be given to electric blankets in order to protect the wires in it.
13. Be sure to sort linens properly and launder by the proper procedures. Proper care insures lasting beauty and wear.
14. Always read the labels and care instructions that come with household linens.

Try to think of other points that may be added to this list. Write in the space below.

1.
2.
3.
4.
5.

8-6-9 Assignment Sheet:: Care and Storage of Household Linens

1. Why should linens be completely dry before storing?
2. Why should linens be stored in a place free of dust?
3. Why should you rotate linens and not use the same ones over and over?
4. Why should linens be stored near the are in which they are to be used?
5. In what area of the house would it be most logical to store the following:
   A. towels and wash cloths
   B. blankets
   C. tablecloths, napkins and place mats
   D. sheets and pillow cases
6. Why should tablecloths be folded a few times as possible for storing?
7. Describe how to fold a round tablecloth
8. Describe how to properly store woolen blankets for the summer months.
9. If towels or wash cloths get snagged, what should you do about the snag?
10. Why should you not use towels for mops?
11. Why should razors not be dryed on towels?
12. Why is it usually recommended to launder new bath linens before using?
13. Why is it best not to wash towels and wash cloths with other garments?
14. Describe how to fold a fitted sheet.
15. Why should any stains be pretreated before the items are laundered?

8-6-11 QUIZ: CARE AND STORAGE OF HOUSEHOLD LINENS

ESSAY:

1. What effect does hot water have on most stains?

2. List one advantage of using a spray starch as opposed to using a prepared starch.

3. When ironing and folding tablecloths and napkins, why should you not crease the folds with the iron?

4. List two ways to make your linens wear and last longer.

5. How can you prevent linens from becoming mildewed?

6. What two laundry agents might be used to make white linens look whiter?

7. At least how many times a week should sheets and pillow cases be changed?

8. What laundry agent makes linens feel soft and fluffy and reduces wrinkling?

9. What temperature of water should be used to launder white colored linens?

10. Why should you prevent linens -- especially towels and wash cloths from contacting sharp objects?

8-6-11 Quiz Answers

1. Hot water sets most stains.
2. (Teacher's decision).
3. Ironing the folds in makes a hard crease and these creases might be in the wrong place when the table cloth and napkins are placed on the table.
4. (Teacher's decision).
5. To prevent linens from mildewing, always be sure they are completely dry before putting them in the soiled laundry or before storing them.
6. Bleach and bluing make white linens whiter.
7. Bed linens should be changed at least once a week.
8. Fabric softeners make clothes feel soft and fluffy and reduce wrinkling.
9. Hot water should be used to launder white colored linens.
10. Sharp objects snag, prick and cut linens. These snags, pricks and cuts eventually turn into holes.

8-7-3

Refer to page Family Meals and Hospitality

NUTRIENT	FUNCTION	GOOD SOURCES
Carbohydrates		
Fats		
Proteins		
Minerals:		
Calcium		
Phosphorus		
Iron		
Iodine		
Vitamins:		
Vitamin A		
Vitamin C		
Vitamin D		
Vitamin K		
B Group:		
Thiamin		
Riboflavin		
Niacin		

WEIGHTS AND MEASURES

Quantities are as important as the kinds of ingredients that go into each preparation. Weights in the United States are stated in terms of the avoirdupois scale. Weights tell how heavy things are; measures tell the volume or size of a given quantity. On some ingredients are measured in weights; others in volume.

Principle Avoirdupois Weights

16 drams (dr.) = 1 ounce (oz.)
16 ounces (oz.) = 1 pound (lb.)
100 pounds (lb.) = 1 hundredweight (cwt.)
2000 pounds (lb.) = 1 ton (tn.)

Principle Liquid Measures

3 teaspoons (t.) = 1 tablespoon (T.)
4 tablespoons (T.) = ¼ cup (C.)
8 tablespoons (T.) = ½ cup (C.)
16 tablespoons (T.) = 1 cup (C.)
2 cups (C.) = 1 pint (C.)
2 pints (pt.) = 1 quart (qt.)
4 quarts (qt.) = 1 gallon (gal.)

Principle Dry Measures

2 pints (pt.) = 1 guart (qt.)
8 quarts (qt.) = 1 peck (pk.)
4 pecks (pk.) = 1 bushel (bu.)

RECIPES

It should be stressed that in preparing food for a family or on a quantity basis it is necessary that a predetermined results be achieved each time a dish is prepared. Recipes are essential in maintaining quality and cost controls. A recipe is not complete unless it has these items of information:

1. Amount of ingredients.
2. Description of ingredients (cooked, raw).
3. Forms of ingredients (chopped, grated, sliced).
4. Method of combining ingredients.
5. The temperature required for each step in the preparation process.
6. The time required for each step.
7. A description of the utensils to be used.
8. Volume in weight to be placed in container.
9. The total yield.
10. The size of each serving portion.
11. The number of portions that can be expected from each pan or the quantity to be expected for each cup, quart or gallon.

INCREASING AND DECREASING RECIPES

Sometime the recipe will make an ammount more or less that the cook wants; therefore, she must either increase or decrease the amount of ingredients in proportion to achieve the same results.

1. A scrambled egg recipe is given for 2 servings. Increase the ingredients to yield 4 servings.

For 2 servings	For 4 servings
2 eggs	_____ eggs
2 T. milk	_____ milk
1½ t. fat	_____ fat
1/8 t. salt	_____ salt
f. g. pepper	_____ pepper

2. A recipe for 24 servings of punch is given. Reduce this to a recipe for 8 servings.

24 cup serving	8 cup serving
2 cups sugar	_____ sugar
1 cup water	_____ water
1 qt. grape juice	_____ grape juice
1 cup lemon juice	_____ lemon juice
1½ cup orange juice	_____ orange juice
2 cups pineapple juice	_____ pineapple juice
1 pt. carbonated water	_____ carbonated water

LEARNING COOKING TERMS

To get the best results from a recipe, one must follow the directions exactly. In order to know just what to do, a thorough understanding of the cooking terms is needed. Give the definition of each of the cooking terms listed:

1. Bake -

2. Baste -

3. Beat -

4. Blend -

5. Broil -

6. Boil -

7. Braise -

8. Brown -

9. Cream -

10. Cube -

11. Cut in -

12. Dice -

13. Dredge -

14. Fold -

15. Fry -

LEARNING COOKING TERMS (con't)

16. Grate -

17. Marinate -

18. Melt -

19. Mold -

20. Parboil -

21. Poach -

22. Puree -

23. Sauté

24. Scold -

25. Sear -

26. Shred -

27. Sift -

28. Simmer -

29. Steep -

30. Whip -

8-7-17

RULES FOR TABLE SETTING

The basic steps in getting a table ready to set are:

1. Place a piece of felt or foam rubber, called a "silence" cloth, on the table if these are used in the place where you are employed.

2. Cover with a clean table cloth. The cloth should extend at least 12 inches over the edge of the table. Sometimes a tap cloth is placed over the table cloth and removed each time a meal is served.

3. Dishes, glassware and silver should be shining. Table cloth and napkins should be spotless.

4. All dishes should be placed for convenient use. Salt and pepper shakers should be within easy reach of each person at the table. Serving dishes should be conveniently located.

5. Each "cover" should have enough room so that the person is not crowded. About 20-24 inches is usually allowed for comfortable eating.

RULES FOR LAYING INDIVIDUAL COVERS

1. The plate is placed in the center of the cover about an inch from the edge of the table.

2. The knives and spoons are placed at the right and the forks at the left of the plate. They should lie straight with the table and their handle should be about one inch from the edge of the table. The tines of the fork and the bowls of the spoons should be turned up and the blades of the knives should be turned toward the plate.

3. The water glass is placed at the tip of the knife.

4. The folded napkin is placed to the left of the forks so that the open corner is at the lower right hand corner.

5. The bread and butter plate is placed above the fork.

6. The salad plate is placed to the left of the forks or over the tip of the fork.

7. The coffee cup is placed to the right of the spoons.

8. Use no silver or dishes which are not necessary.

9. Simplify the cover for family meals according to common sense and personal preference.

8-7-16

Students will set covers for the following meals:

Breakfast No. 1

Orange juice

Grits Sc. Eggs

Muffins Butter

Cocoa

Breakfast No. 2

Cantaloupe

Bacon Fried Eggs

Toast Butter

Milk

Breakfast No. 3

Grapefruit

Cereal Sc. Eggs

Toast Butter & Jelly

Milk

Luncheon No. 1

Cheese sandwich on whole wheat bread

Cole slaw

Milk

Luncheon No. 2

Cream of asparagus soup

Saltine Crackers

Hot Rolls Butter

Milk

Apple Crisp

Luncheon No. 3

Stuffed tomatoes with Cottage cheese

Mayonnaise

Biscuits Butter, Jam

Chocolate Milk

Fruit Cup Cookies

Dinner No. 1

Tomato juice cocktail

Swiss steak Mashed potatoes

Spinach Wh. wheat bread

Fruit salad

Floating Island

Milk

Dinner No. 2

Meat Loaf Corn Pudding

Stewed Tomatoes Sweet Rolls

Pineapple Up-side down cake

Milk

Dinner No. 3

Roast Lamb Cr. Potatoes

Green peas Tossed salad

White bread

Pumpkin pie

Milk

1. List 5 items of information found in a tested recipe.
   1.
   2.
   3.
   4.
   5.

2. When measuring flour one should be careful to _____ before measuring.

3. Brown sugar should be _____ in the measuring cup for accurate measuring.

4. An easy way to measure shortening is by the _____ _____ method.

5. To measure liquids accurately the cup should be placed on a _____ surface at _____ level.

6. Eggs are important sources of _____ in the diet.

7. A _____ temperature is the basic rule for egg cookery.

8. The color of the egg shell (does, does not) _____ effect the nutrituve value of the egg.

9. Eggs are used in cookery for the following purposes
   1.
   2.
   3.

10. One nutrient found in eggs that is not found in milk is _____.

_____11. Foods are cooked to make them more
   a. wholesome
   b. palatable
   c. digestible
   d. all of the above

_____12. Flour mixtures are divided into batters and doughs depending on their proportion of
   a. baking powder to flour
   b. liquid to flour
   c. sugar to eggs
   d. flour to fat

_____13. A leavening agent used in quick breads is
a. yeast
b. milk
c. soda
d. baking powder

_____14. Successful meat cookery depends first upon
a. buying choice cuts
b. cuying cheaper cuts
c. selection of the right cuts for a particular method of cookery
d. proper temperature

_____15. The best temperature for meat cookery is
a. a high temperature
b. a low to moderate temperature
c. a very low temperature
d. a very high temperature

_____16. The following meat should always be cooked well done.
1. veal
2. lamb
3. pork
4. beef

_____17. The quality of protein found in less tender or cheaper cuts of lean meat is
a. less than that found in tender cuts
b. more than that found in tender cuts
c. the same as that found in tender cuts
d. dependent on the kind of animal

18. There are three general methods used in preparing meats by the dry heat method. They are:
1.
2.
3.

19. Three general methods used in preparing meats in the moist heat method are:
1.
2.
3.

20. Indicate whether the following pieces are placed to the right or left of the plate in setting a cover.

_____1. glass	_____4. fork
_____2. cup and saucer	_____5. knife
_____3. spoon	_____6. napkin

_____21. To retain the green color pigment of vegetables it is wise to:
a. cook in covered pot
b. add baking soda to cooking water
c. cook only until tender in pot left uncovered for first few minutes
d. cook at a high temperature

_____22. A creamed vegetable is one to which the following has been added:
a. melted butter
b. evaporated milk
c. a white sauce prepared from fat, flour and milk
d. whipped cream

_____23. A tender cut of meat may be recognized by:
a. its color
b. price
c. bone shape and amount of marbeling

_____24. The federal government inspects all meats that pass into interstate commerce to make sure that:
a. it is tender
b. it is sold at fair prices
c. it is fit for consumption
d. it is all lean

_____25. Egg and milk mixtures are best cooked in:
a. pressure cooler
b. steamer
c. double boiler
d. sauce pan

_____26. Besides providing vitamins and minerals, fruit in the diet:
a. add roughage and bulk
b. stimulate appetite
c. provide natural sugar
d. all of the above

_____27. In determining a person's calorie needs which of the following would you consider:
a. physical activity
b. basal metabolism
c. age
d. all of the above

_____28. To get a well balanced diet, a person should:
a. eat three square meals a day
b. eat enough to satisfy the appetite
c. eat foods from each of the four basic food groups each day
d. take vitamin pills

_____29. Which is the least desirable marketing practice:
a. read labels before buying
b. select fruits and vegetables in season
c. select white eggs rather than brown
d. select whole grain or enriched breads

_____30. Vitamin C is needed in the body to:
a. prevent fragile blood vessels
b. prevent bleeding gums
c. help in the healing process
d. all of the above

MATERIALS NEEDED

8-1-1 Procter and Gamble, Teaching Aids, Laundering, transparencies and supplies for demonstrations selected

8-1-2 Filmstrip "Focus on Family Wash"

8-1-3 Assignment sheets

8-1-4 Filmstrip "Washday Wonders"

8-1-5 Field trip

8-2-1 Supplies for demonstrating pressing and ironing garments

8-2-2 Supplies for students to practiec pressing and ironing garments

8-2-3 Supplies for demonstrating folding and hanging garments

8-2-4 Supplies for students to practice folding and hanging garments

8-2-5 Field trip

8-2-6 Assignment sheets

8-2-7 Supplies for practical test on pressing, ironing, folding and hanging garments

8-2-8 Quiz

8-3-1 Assignment: ditto

8-3-2 Students bring in samples, pictures and other information

8-3-3 Supplies and equipment needed to clean and care for wood floors, especially the vacuum cleaner.

8-3-4 Supplies and equipment needed to clean and care for rugs and carpets.

8-3-5 Field trip to store that sells carpet and floor covering and floor care equipment.

8-3-6 Test: ditto, equipment and materials needed by teacher for whatever type of practicum desired.

8-4-1 Assignment: ditto

8-4-2 Demonstrations: Materials needed for: (1) cleaning basket; (2) cleaning walls and woodwork; (3) cleaning and polishing furniture; (4) cleaning windows; and (5) washing dishes.

8-4-3 Students actually clean designated items and ares.

8-4-4 Filmstrip: "How to Save 30 Minutes A Day" with accompanying pamphlet.

8-4-5 Students develop a score card for selection of a cleaning too.

8-4-6 Students classify cleaning jobs.

8-4-7 Students analyze cleaning methods, technology and supplies for the job of thoroughly cleaning the home.

8-4-8 Test

8-5-1 Assignment

8-5-2 Demonstration on cleaning the bathroom.

8-5-3 Student practicum for evaluation.

8-6-1 Students read how to make a bed with flat sheets.

8-6-2 Demonstration by teacher on making a bed with flat sheets.

8-6-3 Students practice making bed with flat sheets.

8-6-4 Students read about making a bed with fitted sheets.

8-6-5 Demonstration by the teacher on making a bed with fitted sheets

8-6-6 Students practice making bed with fitted sheets.

8-6-7 Practical test

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FILMSTRIPS

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"Washday Wonders"

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Cannon Mills, Inc., The Buying and Care of Sheets and Pillow Cases, 70 Worth Street, New York 13, New York.

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"How to Save 30 Minutes A Day," Rubbermaid Inc., Wooster, Ohio.

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Natchitoches Parish Schools

UNIT REVIEW SHEET

Course_____ Teacher_____

Unit Title_____ Date_____

Beginning Date_____ End Date_____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

_____

_____

_____

_____

_____

UNIT: IX
STORAGE

9-0-0 Upon completion of the storage unit, the house care students will be able to meet the needs for adequate storage in the home by answering questions, and by recognizing and solving storage problems. Knowledge of this information will be evidenced by a score of 60% on a teacher made unit test.

9-1-0 In a given time period, the house care students will be able to understand and apply the 8 principles of kitchen planning, including kitchen storage, as documented by the P.M.S.

9-1-1 Read and discuss pamphlet "8 Principles of Kitchen Planning."

9-1-2 Transparencies

A. Straight Wall Kitchen
B. Corridor Kitchen
C. L-Shape Kitchen
D. Separated "U" Kitchen
E. The Work Triangle
F. The Food Storage Center
G. Let Kitchen Storage Work for You
H. The Cleaning and Food Preparation Center
I. The Cook and Serve Center

9-1-3 Handout

9-1-4 Filmstrip: "Your Space Age Kitchen."

9-1-5 Assignment

9-1-6 Filmstrip: "New Room In Your Kitchen."

9-1-7 Handout "New Room In Your Kitchen."

9-1-8 Assignment

9-2-0 In a given time period, the house care students will be able to plan for and make better use of available closet space for the proper storage of clothing and household goods as documented by the P.M.S.

9-2-1 Transparencies: "Clothes Storage" from Coed.

A. The Problem
F. Seasonal Storage

B. The Plan
C. The Result
D. Divide and Conquer
E. Organizing Drawers
G. Innovation
H. Using wasted space
I. Using wasted space
J. Using wasted space

9-2-2 Assignment

9-2-3 Unit Test

ACTIVITIES

9-1-1 Refer to pamphlet "8 Principles of Kitchen Planning."

9-1-2 Refer to transparencies from "Your Space Age Kitchen."

A. Straight Wall Kitchen
B. Corridor Kitchen
C. L-Shape Kitchen
D. Separated "U" Kitchen
E. The Work Triangle
F. The Food Storage Center
G. Let Kitchen Storage Work for You
H. The Cleaning and Food Preparation Center
I. The Cook and Serve Center

9-1-3 Handout - Kitchen Arrangements, Work triangle, Kitchen Work Centers, and Let Kitchen Storage Work for You from "Your Space Age Kitchen."

9-1-4 Filmstrip with Record, "Your Space Age Kitchen."

9-1-5 Assignment

9-1-6 Filmstrip: "New Room in Your Kitchen."

9-1-7 Handout, pamphlet, "New Room in Your Kitchen."

9-1-8 Assignment

9-2-1 Transparencies

A. The Problem
B. The Plan
C. The Result
D. Divide and conquer
E. Organizing drawers
F. Seasonal Storage
G. Innovation
H. Using wasted space
I. Using wasted space (continued)
J. Using wasted space (continued)

9-2-2 Assignment

9-1-5

Assignment:

References: Handouts already given out
Transparencies from "Your Space Age Kitchen"
Film: "Space Age Kitchen"

1. Use the following words in sentences to show that you understand their meaning:

word center	traffic pattern
storage space	work triangle
corridor	straight wall
U-shape	L-shape
built-in	kitchen planning
convenience	

2. Draw 5 conclusions that you would use in planning a kitchen.

3. Bring 5 pictures of kitchens to class. Compare them for storage space.

4. Plan a kitchen you would like including storage and arrangements for a family of 4.

5. How could you improve your kitchen at home to make it more convenient?

9-1-8

Assignment:
Reference: Management For Better Living, pages 311-320.

1. Why should perishables be taken care of immediately?
2. What foods are included in the perishable group?
3. Why should frozen food be kept in the freezing compartment?
4. Name at least 2 good insulators for keeping frozen foods solid.
5. Where should dairy products, table fats, and meat be kept in the refrigerator? Why?
6. How should these foods be cared for?
7. What foods should be covered when put into the refrigerator?
8. Give examples of containers that can be used for storage in the refrigerator.
9. List the foods that should be placed from the coldest to the least cold spots in the refrigerator.
10. What attention should be given staples as to proper storage?
11. Name several foods that should not be stored in the refrigerator.

Assignment:

References: Living With Your Family - pages 328-331.
Adventuring in Home Living - pages 319-326.
Management for Better Living - pages 130-137, 99-116.

1. Why is proper storage of clothes important?
2. Into what 3 groups should clothes be separated for more efficient storage?
3. Make a list of Do's to help you keep a first class closet.
4. List some Don'ts that will make "closet-keeping" easier.
5. Describe a well-organized drawer listing possible items for a girl and boy.
6. Give several hints for adapting drawer space for your needs.
7. Name several characteristics of good storage.
8. In estimating storage needs for living areas, what are two major factors that will influence requirements for each family?
9. Read through chart, pages 324-326, in Adventuring in Home Living checking those things which are applicable to you.
10. In planning a new home, how would you provide for these things?
11. Do you have special problems not previously described? How have you solved these problems?
12. After reading Chapter 3, pages 99-116, Management for Better Living, determine a list of hints for saving more than your heels.

UNIT TEST (40 pts.)

1. There are 3 work centers in a kitchen. They are _____, _____, _____, and _____.

2. Work centers should be so arranged that work flows in _____ _____.

3. Name and illustrate 3 of the basic types of kitchens.

   (1) -Ill.-

   (2) -Ill.-

   (3) -Ill.-

4. Too little counter space leads to _____, too much _____.

5. In planning amount of needed storage allow _____ of wall cabinets for each person in the home.

6. There is usually _____ of clearance between wall and base cabinets.

7. Give 3 ways to make kitchen storage efficient for small pieces of kitchen equipment.

   (1)

   (2)

   (3)

8. Tell where you would store the following items by using the names of the work center.

   (1) potatoes (4) pots and pans (7) dishtowels (10) napkins

   (2) mixes (5) coffee (8) cereals

   (3) sugar (6) cleaning supplies (9) china

(1) (6)

(2) (7)

(3) (8)

(4) (9)

(5) (10)

9. Give suggestions how the following items could be efficiently stored to take advantage of all available storage space.

(1) shoes (6) long dresses

(2) pants (7) head gear

(3) blouses (8) out-of-season coats

(4) ties (9) sports equipment

(5) jewelry (10) bed linens

10. Define: perishables

11. What are the two major factors that will influence storage needs for living areas?

(1) (2)

12. Describe how staples should be stored.

UNIT TEST ANSWER SHEET

1. Work centers (1) food storage and preparation center
   (2) cleaning center
   (3) cooking and serving center

2. One direction

3. Choose any 3:

   (1) U-Shape (Ill.)
   (2) L-Shape (Ill.)
   (3) Two Wall (Ill.)
   (4) One Wall (Ill.)
   (5) Broken U-Shape (Ill.)
   (6) Broken L-Shape (Ill.)
   (7) Individual (Ill.)

4. Confusion and fatigue
   Adds needless steps and wasted energy

5. 6 square feet

6. 16 inches

7. 1.

   2.

   3.

8. (1) Food storage and preparation center
   (2) Food Storage and preparation center
   (3) Food storage and preparation center
   (4) Cooking center
   (5) Food storage and preparation center
   (6) Cleaning center
   (7) Cleaning center
   (8) Food storage and preparation center
   (9) Cooking and serving
   (10) Cooking and serving

9. Suggested answers

   (1) Rack in closet.

(2) Hanger that could be used for several pair.
(3) Closet made with 2 rods on one side.
(4) Tie rack on door or wall of closet.
(5) Pegs on closet door or divided drawer.
(6) High rods in closet or boxes that could be stored under bed.
(7) In boxes under bed, top of closet or on shelf.
(8) Hung in zippered bags or plastic bags in attic; boxed and stored under bed or attic.
(9) Out-side storage; used as wall decoration.
(10) In bathroom closet, drawers in bedroom, under bed.

10. That which will deteriorate.

11. (1) The extent to which living area is used.
(2) The number and age of the members of the family group.

12. In airtight, sealed containers that will not allow air, moisture, or pests to enter.

MATERIALS NEEDED

9-1-1 Pamphlet "8 Principles of Kitchen Planning."

9-1-2 Transparencies from "Your Space Age Kitchen."

9-1-3 Handout - Ditto from "Your Space Age Kitchen."

9-1-4 Filmstrip and record player.

9-1-5 Ditto.

9-1-6 Filmstrip - "New Room in Your Kitchen."

9-1-7 Handout - pamphlet, "New Room in Your Kitchen."

9-1-8 Ditto: assignment.

9-2-1 Transparencies - "Clothes Storage" from Coed.

9-2-2 Ditto: assignment.

9-3-0 Unit test.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course_____ Teacher_____

Unit Title_____ Date_____

Beginning Date_____ End Date_____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

_____

_____

_____

_____

_____

UNIT X
REPAIRS

10-0-0 After several class periods, the house care student will be able to make simple repairs on household equipment as evidenced by scoring at least 60% on a teacher made test and by the actual repair of at least three pieces of equipment.

10-1-0 During the period, the house care student will demonstrate a knowledge of how to attach different plugs to cords as evidenced by scoring 60% on the project monitorial system.

10-1-1 Read and discuss The Care and Simple Repair of Household Equipment, pages 3-10.

10-1-2 Teacher given demonstration on how to attach outlet plug to cord.

10-1-3 Let students practice attaching outlet plug to cord.

10-1-4 Teacher given demonstration on attaching appliance plug to cord.

10-1-5 Let students practice attaching appliance plug to cord.

10-1-6 Teacher given demonstration on splicing cords by two different methods.

10-1-7 Have students practice splicing cords.

10-1-8 Practical test on attaching outlet plug to cord, attaching appliance plug to cord, and splicing cords.

10-2-0 During the period, the house care student will become familiar with how to make simple repairs on general home equipment as evidenced by scoring at least 60% on the project monitorial system.

10-2-1 Read and discuss The Care and Simple Repair of Household Equipment, pages 11-47.

10-2-2 Assignment

10-2-3 Have students perform Suggested Activities, #1, Homes With Character, page 311.

10-2-4 Have students compile a list of tools and equipment needed in a home repair kit. Visit local stores to get prices of each piece. Report to class.

10-2-5 Unit Test

10-2-2 ACTIVITY SHEET: General Home Repairs

Reference: Homes With haracter, pages 303-311.

1. Describe how to check a dripping faucet.

2. Explain how to open a stopped-up drain.

3. How do you adjust the pilot on a gas range?

4. Explain how to adjust a sticking door.

5. How can a tight window be loosened?

6. Describe how to replace a fuse.

7. Explain how to repair an electric cord.

8. List facts to remember when painting woodwork.

9. Describe how to repair and adjust window shades.

10. How can you repair a worn rug?

11. Tell how to repair an iron cord.

12. Explain how to replace electrical outlet plates.

Completion: Fill in the blanks with the correct word or words.

1. One important thing to remember when working with electricity is to stand on _____ material.

2. When checking for trouble in the electric circiut, be sure to _____ all appliances.

3. When testing for trouble in the electric circuit, use a light bulb. If the bulb burns, a short is in the _____ system. If the bulb does not burn, the trouble is in the _____, _____, or _____.

4. When attaching an appliance plug to a cord, always _____ the cord from the convenience outlet before starting the repair.

5. To disconnect cords from an outlet, always grasp the _____ instead of the _____.

6. Never wrap an appliance cord around a _____ appliance because this will shorten the life of the cord.

7. To stop a dripping faucet, you will probably have to replace the _____.

8. In some severely clogged drains, it may be necessary to use a _____ solution to clean it out.

9. The pilot on a gas range can be adjusted by either loosening or tightening the _____ on the pilot pipe.

10. To loosen a tight window, lubricate the runways with _____, _____, or _____.

11. When replacing a fuse, first be sure to _____ the service switch to avoid shock hazards.

12. To rewire a plug, make sure the cord is _____ from the electricity.

13. To repaint any surface, you should always _____ any old paint.

14. To know readily and easily which fuse controls what area of the house, you should make a _____.

15. Before making any electrical repairs, always turn the main switch _____.

True-Flase: Write "true" or "false" in the blank.

_____16. An overloaded circuit can make a fuse burn out.

_____17. It is important from the safety standpoint to keep cords and plugs in good condition.

_____18. A vacuum cleaner works best if the cleaner bag is partially filled.

_____19. Many times an appliance motor will overheat because it needs some kind of lubrication.

_____20. It is most important for an electrical appliance to be grounded.

ESSAY: Describe how to repair an electric cord.

Completion:

1. dry
2. disconnect
3. wiring, plug, cord, equipment
4. disconnect
5. plug, cord
6. hot
7. washer
8. lye
9. screw
10. paraffin, soap, candle wax
11. open
12. disconnected
13. remove
14. fuse box chart
15. off

True-False:

16. True
17. True
18. False
19. True
20. True

Essay:

MATERIALS NEEDED

10-1-2 Supplies for demonstration on attaching outlet plug to cord.

10-1-3 Supplies for students to practice attaching outlet plug to cord.

10-1-4 Supplies for demonstration on attaching appliance plug to cord.

10-1-5 Supplies for students to practice attaching appliance plug to cord.

10-1-6 Supplies for demonstration on splicing cords.

10-1-7 Supplies for students to practice splicing cords.

10-1-8 Supplies for practical test on attaching outlet plug to cord, attaching appliance plug to cord, and splicing cords.

10-2-3 Supplies for Suggested Activities, #1, page 311.

10-2-5 Unit Test

REFERENCES

Craig, Hazel and Rush Day, Homes with Character, D. C. Heath and Company, Boston, 1966.

Louisiana Cooperative Extension Service, Baton Rouge, La., Coop. Ext. Pub. 1560, The Care and Simple Repair of Household Equipment.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course_____ Teacher_____

Unit Title_____ Date_____

Beginning Date_____ End Date_____

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

_____

_____

_____

_____

_____

UNIT XI
LANDSCAPING

11-0-0 In a given time period the house care student will become familiar with basic landscaping ideas for beautification and privacy as evidenced by scoring at least 60% on a teacher made unit test.

11-1-0 In a given time period the house care student will learn the five basic steps in landscaping as evidenced by scoring 60% on the project monitorial system.

11-1-1 Assignment

11-1-2 Transparencies - Plan A
Plan B
Plan C
Plan D

11-2-0 In a given time period the house care student will come to recognize art principles and their use in planning for landscaping as evidenced by a 60% score on the project monitorial system.

11-2-1 Assignment

11-2-2 Refer to transparencies identifying each of the art principles.

11-3-0 In a given time period the house care student will become familiar with landscaping terms as evidenced by scoring 60% on the project monitorial system.

11-3-1 Assignment

11-4-0 In a given time period the house care student will be able to landscape a house and site by applying basics previously learned as evidenced by the actual making and execution of a landscape plan.

11-4-1 Evaluate pictures of landscapes from magazines.

11-4-2 Have each student study, plan and sketch a simple landscape.

11-5-0 Unit test

ACTIVITIES

11-1-1 Assignment

11-1-2 Transparencies - Refer to appendix in Plan Landscapes for the Family

11-2-1 Assignment

11-2-2 Transparencies - Refer to appendix in Plan Landscapes for the Family

11-3-1 Assignment

11-4-1 Magazines

11-4-2 Materials necessary to sketch a landscape

11-5-0 Unit test

11-1-1 ASSIGNMENT: pages 1-3

References: Plan Landscapes for the Family

1. What will determine the needs of your family as far as landscaping is concerned?

2. Explain what is meant by step one.

3. Define: site

4. Explain step two in your own words.

5. Explain step three.

6. In what three ways can spaces be shaped?

7. Explain step five.

8. How do the steps relate to one another?

9. Why should your plan be flexible?

11-2-1 ASSIGNMENT: pages 3-6.

References: Plan Landscapes for the Family

1. Give examples of form in landscaping.

2. How can texture be achieved through sight?

3. Explain how color is the most striking of the art principles in landscaping.

4. How does space make the landscape interesting?

5. How do unity, simplicity, contrast and scale help the design to be good or poor?

11-3-1 ASSIGNMENT

Reference - Plan Landscapes for the Family

Define the following terms:

1. molding
2. grading
3. ground covers
4. lawn grasses
5. edging
6. rigid surfacing
7. non-rigid surfacing
8. terrace
9. screening
10. extending the lines of the building
11. emphasizing the house
12. evergreens
13. deciduous
14. native plants
15. annuals
16. perennials

UNIT TEST

1. List the 5 steps that should be followed when planning to landscape.

   1.
   2.
   3.
   4.
   5.

2. Match:

1. smooth stucco, coarse concrete	____1. simplicity
2. circles, rectangles, squares	____2. unity
3. parts arranged to produce a pleasing whole	____3. texture
4. related size	____4. scale
5. not confused	____5. form

3. Fill in the blanks:

   1. _____ is necessary in order to keep soil in place.

   2. _____ are trailing or creeping plants not more than 18" high.

   3. Concrete is an example of _____ _____.

   4. _____ is another term used for blocking views.

   5. _____ are the primary materials in most landscape developments.

4. Sketch possible landscaping for the house and site that is projected by the overhead. (Choice made by teacher.)

ANSWERS TO UNIT TEST

1. 1. List your needs
   2. Study your site
   3. Draw a diagram
   4. Shape the spaces
   5. Select the materials

2. 1. 5
   2. 3
   3. 1
   4. 4
   5. 2

3. 1. Surfacing
   2. Ground covers
   3. Rigid surfacing
   4. Screening
   5. Plants

4. Student's sketch

MATERIALS NEEDED

11-1-1 Ditto - assignment

11-1-2 Transparencies

11-2-1 Ditto - assignment

11-2-2 Transparencies (same as 11-1-2)

11-3-1 Ditto - assignment

11-4-1 Magazines for landscape pictures

11-4-2 Materials for students to make landscape sketches

11-5-0 Ditto - Unit test

REFERENCE

Plan Landscapes for the Fami , Louisiana Cooperative Extension Service, Ext. Pub. 1161, Baton Rouge, La.

Natchitoches Parish Schools

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_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Suggestions for Improving the Unit

_____

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